DOCUMENT RESUME

ED 170 056 PS 010 565

TITLE	A Needs Assessment of Texas Child Care Administrators with Implications for Potential Training Strategies.
INSTITUTION	North Texas State Univ., Denton. Coll. of Education.
SPONS AGENCY	Texas State Dept. of Human Resources, Austin.
PUB DATE	[77]
NOTE	151p.
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	*Administrator Attitudes; *Administrator Characteristics; Administrator Education; *Child Care Centers; *Educational Needs; *Educational Programs; Institutes (Training Programs); *Needs Assessment; Postsecondary Education; Professional Training; Research; State Surveys; Training
IDENTIFIERS	*Texas

ABSTRACT

This report describes selected characteristics of child care administrators practicing in Texas and attempts to ascertain if these child care administrators have specific training preferences and/or needs. The administrator characteristics addressed were categorized as follows: (1) general demographic information, (2) types of child care facilities represented in the research sample, (3) types of training opportunities which have been available and of which practicing child care administrators have availed themselves, (4) types of training needs perceived by child care administrators, (5) identification of emergent professionalization trends for child care administrators, and (6) specific needs for future administrators. Data were compiled from a survey of 98 child care administrators from the Texas Department of Human Resources (TDHR) Region 05, and from a statewide survey of 135 day care administrators. Findings indicate that: (a) a growing number of child care administrators possess college degrees or at least some college experience which points to a need for multi-level provisions for continuing education; (b) many are interested in taking courses, as indicated by the number of courses related to administration already taken, or by a stated desire to continue in professional training; (c) a growing professionalism exists among child care administrators which is reflected by their concern with standards, improvement of services, and active involvement with professional groups; and (d) the TDHR appears to have played a significant part in the improvement of child care services and in the provisions of training opportunities. Some recommendations and implications for future training of child care administrators are discussed. (MP)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED170056

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

A Needs Assessment of Texas Child Care Administrators With Implications for Potential Training Strategies

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Norris D. Fox

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

PS010565

A Report Prepared
for
TEXAS DEPARTMENT OF HUMAN RESOURCES REGION 05
by the
CENTER FOR RESEARCH AND EVALUATION
COLLEGE OF EDUCATION
NORTH TEXAS STATE UNIVERSITY
Norris D. Fox, Director
Margaret B. Puckett, Project Director

A NEEDS ASSESSMENT OF
TEXAS CHILD CARE ADMINISTRATORS
WITH IMPLICATIONS FOR POTENTIAL TRAINING STRATEGIES

A Report Prepared by the
Center for Research and Evaluation
College of Education
North Texas State University

Norris D. Fox,
Director

Michael J. Green,
Research Associate

Nora Ernst,
Barbara Dogger,
Mary Marshall,
Technical Staff

PS 010565

Funds provided under a Training Services Purchased Project
by the Texas Department of Human Resources.

Margaret B. Puckett,
Project Director

CONTENTS

TABLES..i

Section

I. INTRODUCTION..............................1

II. APPROACH..................................6

Project Components..........................6
Methodology.................................7

III. DEMOGRAPHIC and PROFESSIONAL CHARACTERISTICS OF PRACTICING CHILD CARE ADMINISTRATORS........9

Educational Background......................11
Workshops Attended..........................15
Use of Consultants..........................16
Consultative Services Needed................18
Summary and Implications....................19

IV. TYPES OF DAY CARE CENTERS REPRESENTED IN THE SURVEY............................22

Ownership...................................22
Size of Center..............................24
Number of Staff Members.....................24
Summary and Implications....................25

V. CHILD CARE ADMINISTRATOR TRAINING NEEDS AND PREFERENCES AS PERCEIVED BY CHILD CARE ADMINISTRATORS..........................28

Leval of Education Needed for Leadership Positions...................................28
Experience Needed for Leadership Positions...................................29
Staff Qualifications........................31
Preference for Training Format..............31
Summary and Implications....................38

VI. EMERGING PROFESSIONALIZATION TRENDS..........41

Return to Campus............................41
Standards and Accreditation.................44

Emerging Trends..............................46
Summary and Implications....................49

VII. ATTITUDE MEASURES OF TEXAS CHILD CARE ADMINISTRATORS..................................51

General Attitude towards Importance of Tasks.. 56
Summary and Implications....................62

VIII. LEADERSHIP TRAINING INSTITUTE FOR CHILD CARE ADMINISTRATORS............................65

Summary and Implications....................69

IV. FINDINGS, CONCLUSIONS, RECOMMENDATIONS, and IMPLICATIONS.............................70

Findings....................................70
Conclusions.................................74
Recommendations.............................75
Implications................................75

BIBLIOGRAPHY...................................77

TABLES

1. Demographic Profile of Child Care Administrators (Region 05 Sample) 9
2. Demographic Profile of Child Care Administrators (Statewide Sample) 10
3. Educational Background of Child Care Administrators (Region 05 Sample) 11
4. Educational Background of Child Care Administrators (Statewide Sample) 12
5. Child Care Related Courses Taken by Administrators (Region 05 Sample) 13
6. Child Care Related Courses Taken by Administrators (Statewide Sample) 14
7. Do You Possess a Teacher's Certificate? (Region 05 Sample and Statewide Sample) 14
8. Professional Workshops Attended by Administrators (Region 05 Sample) 15
9. Professional Workshops Attended by Administrators (Statewide Sample) 16
10. Sources of Training Consultants Utilized (Region 05 Sample) 17
11. Sources of Training Consultants Utilized (Statewide Sample) 18
12. Do You Feel You Need Consultative Services? (Region 05 Sample and Statewide Sample) 18
13. Would You Use Consultative Services if Locally Convenient? (Region 05 Sample and Statewide Sample) 19
14. Would You Use Consultative Services if They Were Provided at No Cost? (Region 05 Sample and Statewide Sample) 19
15. Types of Centers Responding (Region 05 Sample) 22
16. Types of Centers Responding (Statewide Sample) 23
17. Number of Children in Centers Surveyed (Region 05 Sample) 24
18. Number of Staff Members in Surveyed Centers (Region 05 Sample) 25
19. Education Necessary for Leadership Positions (Region 05 Sample) 28
20. Education Necessary for Leadership Positions (Statewide Sample) 29
21. In-Practice Experience Needed for a Leadership Position (Region 05 Sample) 30
22. Experience Needed for Leadership Position (Statewide Sample) 30
23. Qualifications for Administrators (Region 05 Sample) 31
24. Preferences for Training Format: A Ranking of the Five Choices Given (Region 05 Sample) 32

25. Preferences Expressed for Programmed Instruction (Statewide Sample)....33
26. Preference Expressed for Competency Based Modules (Statewide Sample)....33
27. Preference Expressed for Direct On-Site Consultation (Statewide Sample)....34
28. Preference Expressed for Workshops or Summer Institutes (Statewide Sample)....34
29. Would You Wish to Use the Following As a Mode of Future Training? (Region 05 Sample)....35
30. Would You Wish to Use the Following As a Mode of Future Training? (Statewide Sample)....36
31. Preferred Time of Year for Training (Region 05 Sample)....36
32. Preferred Time of Week for Training (Region 05 Sample)....37
33. Preferred Time of Day for Training (Region 05 Sample)....38
34. Would You Return to School for Your Own Self-Enrichment? (Region 05 Sample)....42
35. Would You Return to School to Complete a Degree in Child Care Administration? (Statewide Sample)....43
36. Who Should Set Standards for Child Care Services? (Region 05 Sample)....45
37. Should Child Care Centers by Accredited in Some Manner? (Region 05 Sample)....45
38. Who Should Accredit Child Care? (Region 05 Sample)....46
39. Professional Meetings Attended in the Previous Year (Region 05 Sample)....47
40. Should Career Ladder Opportunities be Provided for Individuals Who Seek Professional Training?....47
41. Would Professionalization of Child Care Administrators Enhance Community Support of Day Care? (Statewide Sample)....48
42. Would You Allow On-Site Visitations in Your Center by Persons Entering the Child Care Field? (Region 05 Sample)....48
43. Task Analysis Index (TDHR Region 05 Interviewees)....53
44. Task Analysis Index (Statewide Survey)....59
45. Mean Scores for Cognitive Tests....68

I

Introduction

The need for administrative leadership training opportunities for directors of child care programs is apparent. Many political, educational, and social forces in the United States today underlie the growing public awareness of child care needs and services, and the concomitant demands for more child care.

It is safe to say that today Americans are witnessing a "day care movement." Numbers of mothers of young children are entering the work force supported by the current women's liberation movement. This is giving impetus to provision of day care facilities. Historically considered a low prestige service, group experiences in extended day settings are now not only desirable, but under certain conditions, most advantageous. The growing demand, along with the increased knowledge of child development, has created a need for well-prepared leadership in child care services. The increased prestige of the field is in contrast to what was once perceived as an unpleasant necessity for children of working mothers. Social welfare groups whose roles in day care were traditionally problem-oriented, now see day care not only as a protective social device, but also a preventive one as well.

Federal spending for child care programs has increased significantly since the early 1960's in programs such as Title XX, and the legislation for children proliferates. A growing cadre of child advocate groups at local, state, and national levels lobby for comprehensive child care legislation. While the need for more child care is documented repeatedly by demographic and family life studies, an accompanying need for alternative child care arrangements is becoming more and more evident.

The traditional concept of child care as a center-based year-round program serving children of working mothers during a major portion of the day is changing to include a variety of options heretofore considered impractical. Today's emerging concept of day care appears to encompass broad and complex societal needs and, more specifically, family needs centrally related to optimal developmental opportunities for children and maximum support for families. The traditional role of child care was primarily the provision for the safety of children. Contemporary services also encompass child health and nutrition, psychological consideration, sound educational planning, and parent involvement in policy design. Such considerations and services have already been included in Head Start and Follow Through programs. In addition, the emerging concepts of child care appears to include a variety of options available to the child care consumer, including extended and flexible scheduling of hours of operation and options as to settings and locations. Such concepts of child care presuppose trained and competent teachers and administrators beyond the traditional qualifications of altruism.

An examination of contemporary trends in child care services reveals growing sophistication in an emerging profession. Leadership in the field is now assuming a diversity of roles requiring a multiplicity of skills for which training in the past has been cursory at best. Knowledge and skills of child development, early childhood curriculum, planning and management are no less essential today than they have always been. As the responsibilities of child care administrators diversify, however, it appears that they will be confronted with an increasing number of noncurricular functions. Responsibilities of the child care administrator require knowledge and skill in such areas as fiscal management, personnel management, policy formulation, organization, staffing, and housing. An additional array of legal considerations, including the understanding and implementation of regulations and standards emanating from a variety of local, state, and federal agencies, are also essential.

Demographers reveal that more than three-quarters of American children are concentrated in seven states. Texas is one of those states. Nearly eleven per cent of the U.S. population under 18 years of age reside in Texas. Of this percentage, a significant number, roughly thirty per cent, fall below the official poverty level. This has overwhelming implications for the need for child care services in Texas alone.

In 46 Things You Need to Know About Texas Children (1974), a compilation of data on the status of Texas children by the Texas Department of Community Affairs, the following was stressed:

> In the last quarter century, however, the institution of the family in Texas and the nation as a whole has been subjected to more and more stress. Families move, and they do so at a fast pace. The child born in Texas today is likely to move to another home at least once before he starts to school. The divorce rate is rising. A Texas child learns early that some of his playmates have no father living at home, or that some of them have a "real" father and a stepfather. An increasing number of young men and women in Texas are marrying in their teens and having children. In these cases, a child is expected to thrive and develop when his own parents are still trying to cope with the "growing up" problems of adolescence. Still another family stress factor is the spiraling cost of living. More than at any other time in history, a young child's mother is likely to be employed outside the home, largely because the family needs the additional income she can supply. As a result, a young child is more likely today than ever before to be placed in some sort of child care arrangement, such as in a nursery school or with a babysitter([11] p. 18).

In addition, the following facts from the same report accentuated the great need for comprehensive child care services and programs:

"Of Texas mothers with children under 6, 34% are in the labor force" ([11] p. 71).

"Texans are working because of economic necessity" ([11] p. 73).

"The need for child care for working mothers is high, regardless of income level" ([11] p. 75).

"Among Texas children under age 6, 1 in 3 is in a child care arrangement" ([11] p. 76).

"For the 420,000 Texas children under six whose mothers work, there are 108,000 licensed child care spaces" ([11] p. 77).

"32,000 Texas children under six are left to care for themselves while their mothers work" ([11] p. 78).

"There are another 33,000 Texas children under six who may not be receiving care while their mothers work" ([11] p.79).

"Because Texas mothers need to work, there must be child care" ([11] p. 80).

The need for child care services in Texas has been documented. Trained personnel are essential in order to provide services which effectively meet the needs of children and families. While it is proper to assume that each employee in a child care facility contributes to the education and general well being of the children served, it is the administrator who facilitates and assures the comprehensiveness and the quality of child care programs. This project addressed the training needs and desires of child care administrators. The extent that administrators effectively and efficiently perform the multiplicity of tasks associated with child care program management, and the extent that administrators develop leadership skills is believed to directly influence the quality of child care services.

II

Approach

The purpose of this report was to describe selected characteristics of practicing child care administrators within the state of Texas and to ascertain if there existed specific training preferences and/or needs of those child care administrators. The child care administrator characteristics addressed were categorized as follows:

1. General demographic information
2. Types of child care facilities represented in the research sample, including the array of services provided.
3. Types of training opportunities which have been available and to which practicing child care administrators have availed themselves.
4. Types of training needs of child care administrators as perceived by child care administrators.
5. Identification of emergent professionalization trends in child care administration.
6. Specific needs for future child care administrator training.

Project Components

The Child Care Administrators Training research project was comprised of two components. One component included the assessment of training needs and preferences of child care administrative personnel. The other component, deriving its impetus from the first, was the design and implementation of a leadership training institute employing multilevel leadership training materials and strategies for leaders in early childhood programs.

Methodology

The population to be specifically addressed was primarily within TDHR Region 05. However, due to the inter-relationship of the opportunities and need for the training of child care administrators throughout the state, it was also deemed appropriate to attempt to consider a statewide population. In an effort to generate findings which would approximate this population, the following sampling and data gathering activities were employed.

Three samples were involved in the study. The first sample was made up of 55 interviewees selected at random from TDHR Region 05 and interviewed by trained NTSU interviewers using the instruments found in Appendix A and aimed at obtaining data on the following:

a. Demographic survey
b. Administration and Organizational needs and Opinions survey
c. Attitudes Toward Child Care Leadership Roles
d. Educational needs survey

The second sample consisted of 43 summer institute participants. To determine child care administrator interest in a ten-day summer institute, a mail-out survey was conducted. Child care administrators in TDHR Region 05 were asked to indicate on an interest card if they wished to participate in a child care administrative leadership training institute to be offered in July, 1977 or if they did not wish to participate at all. There were 350 interest cards mailed to day care owners and administrators of child care centers with licensed capacities of 50 children or larger, and 110 interest cards were completed and returned for tabulations. Respondents were grouped according to single ownership, partnership, and franchise ownerships, church sponsored, community supported and other. A representative sample was then selected from each group and invited to participate in the summer institute. A series of questionnaires (See Appendix B) designed to yield data similar to that identified from the interviews above were utilized upon institute participants. In addition, a cognitive instrument was administered. The data derived from the institute participants were utilized in determining training needs and/or preferences along with the evaluation of the training model.

It should be noted that both the sample of Region 05 interviewees and institute participants were very similar in their responses. In order to facilitate the understanding of this report when extreme similarity was present, the two samples were grouped as TDHR Region 05 sample. Where there were differences, each was reported separately.

The third sample consisted of respondents to a statewide survey. A parallel questionnaire (See Appendix C) to the one used with the first two samples was mailed to 175 day care administrators across Texas; 135 responded to the questionnaire. The results were compiled and compared with the first two samples. This group was obtained by asking selected TDHR Child Consultantive Directors to supply a list of representative child care centers in their region. From these lists, regional administrators were selected.

III

Demographic and Professional Characteristics of Practicing Child Care Administrators

Data contained within Section III assisted in the determination of personal and other characteristics of child care center administrators. These data included status of the administrator education level and the training opportunities in which the respondents participated.

The data in Table I assist in the identification of selected demographic characteristics of the Region 05 child care administrators. Table II provides the same information derived from the statewide sample of child care administrators.

Table I

Region 05 Sample
Demographic Profile of Child Care Administrators

AGE	FREQUENCY	PER CENT
Under 25	6	6
25-30	23	24
31-49	56	57
50-69	13	13
Total	98	100
SEX		
Male	10	11
Female	88	89
Total	98	100
MARITAL STATUS		
Single	22	22
Married	76	78
Total	98	100

Table II

Statewide Sample
Demographic Profile of Child Care Administrators

AGE	FREQUENCY	PER CENT
Under 25	1	2
25-30	5	11
31-49	27	57
Over 50	14	30
Total	47	100
SEX		
Male	6	13
Female	41	87
Total	47	100
MARITAL STATUS		
Single	5	11
Married	39	89
Total	44	100

In both the Region 05 and the Statewide samples, 57% of the respondents were found to be in the age range from 31-49 years. An overwhelming majority of the respondents in both the Region and the State were female, 89% and 87% respectively. It appeared that the number of male administrators entering the day care field was larger than anticipated and may signal a trend. Marital status of child care administrators differed somewhat from the Region to the State sample in that 77% and 89%, respectively, were married.

A comparison of the two tables revealed little notable differences, except in the age categories. The Region 05 survey indicates a number of day care administrators in the Under 25 and 25-30 years categories, perhaps signaling a trend toward younger persons assuming administrative responsibilities in day care than has traditionally been the case.

Educational Background

An attempt was made to determine the types of training opportunities which have been available in the past to child care administrators and to which child care administrators have availed themselves. Again the TDHR Region 05 and the Statewide samples are provided for comparison.

When asked about educational background, 49% of the TDHR Region 05 respondents held college degrees and an additional 38% had taken some college courses; 13% had completed high school only.

Table III

Region 05 Sample
Educational Background of Child Care Administrators

	FREQUENCY	PER CENT
High School	13	13
Some College	37	38
College Graduate	48	49
Total	98	100

When asked about educational background, the respondents in the Statewide survey indicated that 58% held college degrees, 35% had taken some college courses, and 7% held high school diplomas only. Of this sample, it was ascertained that about one-third of the respondents held college degrees in Home Economics. Slightly over one-third (37%) held degrees in Education and 40% of the respondents had earned teaching certificates.

Table IV

Statewide Sample
Educational Background of Administrators

	FREQUENCY	PER CENT
High School	3	7
Some College	16	35
College Degree	27	58
Total	46	100

When asked about specific courses taken which related to child care, respondents listed a maximum of 7 choices. The ranking established by the frequency of individual courses is shown by Table V and Table VI for Region and Statewide samples respectively. The data within these tables permit the observation that courses in growth and development, applied child care, child care theory, along with educational theory and methods were the most frequently reported courses. It appeared that these courses were only common among approximately forty percent of those administrators contacted. The subsequent findings were that while some general courses in child care were present, it appeared that specific or applied courses in related problems (First Aid and Nutrition) were not common. It should also be noted that those reporting in each of the two groups sampled were similar in courses which they had taken.

Table V

Region 05 Sample
Child Care Related Courses Taken by Administrators

COURSE DESCRIPTION	FREQUENCY	PER CENT	RANKING
Growth and Development	31	23	1
Child Care Theory	13	10	5
Applied Child Care	24	18	3
General Education Theory	18	14	4
Applied Education Methods	25	19	2
Field-based Practicum	7	5	6
Health and First Aid	4	3	8
Foods and Nutrition	2	2	10
Building and Facilities Management	3	2	9
Training in Social Service	5	4	7
Total	132	100	

Table VI

Statewide Sample
Child Care Related Courses Taken by Administrators

COURSE DESCRIPTION	FREQUENCY	PER CENT	RANKING
Growth and Development	49	23	1
Child Care Theory	17	8	5
Applied Child Care	23	11	4
General Educational Theory	38	18	3
Applied Education Methods	47	22	2
Field-based Practicum	6	3	8
Health and First Aid	13	6	6
Foods and Nutrition	4	2	9.5
Building and Facilities Management	4	2	9.5
Training in Social Service	11	5	7
Total	212	100	

Although no specific certification is given in child care administration, it was interesting to note the number of respondents indicating possession of teacher certification. About one-third of the respondents (Table VII) reported teacher certification including 31% in Region 05 and 41% Statewide.

Table VII

Do You Possess a Teacher's Certificate?

RESPONSE	REGION 05		STATEWIDE	
	Frequency	Per Cent	Frequency	Per Cent
Yes	[illegible]	31	19	41
No	[illegible]	69	27	59
Total	96	100	46	100

Workshops Attended

Tables VIII and IX contain data descriptive of the types of workshops attended for professional development. Those workshops most frequently attended by child care administrators in both the TDHR Region 05 sample and the Statewide sample were provided by professional organizations such as the Texas Association for the Education of Young Children and the Texas Licensed Child Care Association.

In the TDHR Region 05 sample, workshops provided through DHR Child Care and Consultation auspices comprised the second highest per cent attendance. Other workshops were attended by 17% or less of the administrators.

Table VIII

Region 05 Sample
Professional Workshops Attended by Administrators

	FREQUENCY	PER CENT	RANKING
Professional Organizations	52	41	1
College/ University	21	17	3
Federally Sponsored Training	4	3	5.5
Community Sponsored Training	16	13	4
DHR	29	23	2
TEA Regional Service Center	4	3	5.5
Total	126	100	

Of the Statewide sample, College/University sponsored workshops ranked second in attendance by day care administrators (26%) with TDHR Child Care and Consultation offerings ranking third (16%). Other workshops were attended by 7% or less of the administrators.

Table IX

Statewide Sample
Professional Workshops Attended by Administrators

	FREQUENCY	PER CENT	RANKING
Professional Organizations	68	42	1
College/University	42	26	2
Federally Sponsored Training	8	5	5
Community Sponsored Training	12	7	4
DHR	26	16	3
TEA Regional Service Center	6	4	6
Total	162	100	

The data presented in Tables VIII and IX permits the surmisal that child care administrators were professionally concerned. Those professional organizations in which they were members provided the leading source of workshops. It should also be noted that the TDHR along with colleges and universities were significant sources for workshops concerning the professional development of child care administrators.

Use of Consultants

The availability of training was enhanced considerably by the establishment of the Child Care Licensing Act of 1975. This program was designed to provide training experiences to Child Care Center personnel in an effort to better enable them to care for the young children of Texas. The program administered by the Texas Department of Human Resources has made some apparent impact.

The data in Tables IX and X describe the sources from which training consultants were selected in consultation regarding specific problems related to child care. About 42% of those responding along with DHR consultants were the most commonly utilized. When asked about the type of consultants used, 43% of the TDHR Region 05 child care administrators indicated (Table X) that they used College/University consultants, 26% used Texas Department of Human Resources consultants, and 19% used private consultants.

Table X

Region 05 Sample
Sources of Training Consultants Utilized

	FREQUENCY	PER CENT
DHR Consultant	11	26
Private Consultant	8	19
College/University Consultant	18	43
Other Organizations	5	12
Total	42	100

Those administrators responding to the Statewide sample (Table XI), indicated: 41% had utilized college/university consultants; 37% utilized TDHR consultants; and 15% used private consultants.

Table XI

Statewide Sample
Sources of Training Consultants Utilized

	FREQUENCY	PER CENT
DHR	15	37
Private	6	15
College/University	17	41
Other	3	7
Total	41	100

Consultative Services Needed

When asked if consultative services were needed, the child care administrators (84%) responded affirmatively in TDHR Region 05 and 85% concurred in the Statewide samples.

Table XII

Do You Feel You Need Consultative Services?

RESPONSE	REGION 05		STATEWIDE	
	Frequency	Per Cent	Frequency	Per Cent
Yes	80	84	35	85
No	15	16	6	15
Total	95	100	41	100

When asked if they would use consultative services if they were locally convenient (Table XIII), 89% of the TDHR Region 05 respondents replied affirmatively along with 98% of the Statewide respondents.

Table XIII

Would You Use Consultative Services if Locally Convenient?

RESPONSE	REGION 05		STATEWIDE	
	Frequency	Per Cent	Frequency	Per Cent
Yes	85	89	45	98
No	10	11	1	2
Total	95	100	46	100

When asked if they would use consultative services if provided at no cost (Table XIV), 94% of the TDHR Region 05 respondents and 96% of the Statewide respondents answered affirmatively.

Table XIV

Would You Use Consultative Services if They Were Provided at No Cost?

RESPONSE	REGION 05		STATEWIDE	
	Frequency	Per Cent	Frequency	Per Cent
Yes	88	94	44	96
No	6	6	2	4
Total	94	100	46	100

SUMMARY AND IMPLICATIONS

The general characteristics of child care administrators related to age and marital status suggested that many have family ties which would not permit full-time attendance at a college or university. It can also be surmised that their level of responsibility in a child care center would not be conducive to full-time attendance in a degree program. The age of the group is relatively young, which would justify a personal and/or state investment. The training expense is based on the assumption that the trainees would then continue in the field of child care administration. While less than half of the group have a college degree, many have at least some college. If future training related to the management and operation of day care facilities is to be offered by colleges and universities, it should be both at the graduate and undergraduate levels in order to accommodate this diverse group. The majority of child care administrators reported that no specific courses at the college and university level had been taken related to the professional aspects of the operation of a child care center. Those reporting indicated that the most frequent courses taken were in areas related to child development and educational theory and methods. Few courses taken were related to more specific concerns in child care management.

Interest in additional training and enrichment opportunities was obviously based upon the development of and attendance at workshops sponsored by professional organizations made up of child care administrators.

The reported utilization of consultants and the strong desire to continue the utilization of consultants regarding child care problems underscored the interest and need for training. The Texas Department of Human Resources through the Child Care Licensing Act of 1975 has made a significant stride in the provision of such consultative services for those involved in child care throughout the state. This program is obviously needed and may cover a diversity of areas related to the operation of child care centers. The data is this chapter underscored the desire for and the probable utilization of continued training opportunities of some significant quality.

IV

Types of Day Care Centers Represented in the Survey

The samples were assumed to generally reflect the various types of child care facilities found within Region 05 and throughout the state. This analysis was an attempt to describe that population.

Ownership

The data in Table XV is illustrative of the types of child care centers represented in TDHR Region 05 survey and in the NTSU Summer Institute.

Table XV

Region 05 Sample
Types of Centers Responding

	INSTITUTE		INTERVIEWS		COMBINED	
	Frequency	Per Cent	Frequency	Per Cent	Frequency	Per Cent
Single Owner	9	23	16	25	25	24
Corporation	2	5	2	3	4	4
Franchise	1	2	4	6	5	5
Church	11	28	16	25	27	26
Community	12	30	12	19	24	23
Other	5	12	14	22	19	18
Total	40	100	64	100	104	100

The combined groups of administrators involved in the Region 05 survey and Summer Institute were classified: 24% single owners; 4% part of a partnership or corporation; 5% franchise; 26% church sponsored; 23% community supported; and 18% centers funded by other sources.

Of the statewide respondents indicating types of centers represented in the survey, 39% administered church owned day care programs and 27% administered centers which were owned by partnerships or corporations. Single owner centers represented the third highest percentage. A failure of response to the questionnaire from the individual directors of community centers may be attributed to the organization of such centers. As a rule, these directors represented a segment of a larger configuration of programs administered by a central office.

Church owned and operated child care centers represented the largest percentage in both Region 05 and the State. Texas Department of Human Resources statistics reveal that this is indicative of the rapid expansion of church involvement in the provision of week day services to children. A parallel expansion is seen in the high percentage of corporate and franchise day care center ownerships reflecting the increase in investor and other corporate involvement in child care in Texas.

Table XVI

Statewide Sample
Type of Centers Responding

	FREQUENCY	PER CENT
Single Owner	9	19
Partnership/Corporation	13	27
Franchise	1	2
Church	19	39
Community	0	0
Other	6	13
Total	48	100

Size of Center

The intent of the researchers was to limit the type of center contacted by size. Only those child care centers with a DHR established capacity of fifty or more children were contacted. Nevertheless, over one-third of the respondents in Region 05 indicated enrollment of less than 50 children as illustrated in Table XVII. This question was not included in the Statewide survey.

Table XVII

Region 05 Sample
Number of Children in Centers Surveyed

NUMBER OF CHILDREN	FREQUENCY	PER CENT
0-30	16	23
31-50	18	27
51-70	18	27
71-100	16	23
Total	68	100

Number of Staff Members

When asked about the number of full-time staff members (Table XVIII), Region 05 respondents indicated that 15% employed no full-time staff members; 14% indicated 1 to 5 full-time staff members; 21% indicated 6 to 10; 13% indicated 11-15; 10% indicated 16 to 20 employees and 3% indicated 20 or more. With reference to Part-time staff members, 24% indicated none; 55% indicated 1 to 5; 16% said 6 to 10; and 4% said 11-15:

2% said 16-20; and none indicated 20 or more part-time staff members.

Table XVIII

Region 05
Number of Staff Members in Surveyed Centers

	FULL-TIME		PART-TIME	
	Frequency	Per Cent	Frequency	Per Cent
0	14	15	23	24
1-5	36	38	53	55
6-10	20	21	15	15
11-15	13	14	4	4
16-20	9	9	2	2
20	3	3	0	0
Total	95	100	97	100

SUMMARY AND IMPLICATIONS

The respondents to the needs assessment generally were those individuals who expressed an interest in pursuing training opportunities as well as cooperating with the researchers' efforts in determining training needs and preferences. The researchers believe that this respondent bias was offset by the relatively high response. This phenomenon in itself is significant to efforts in the assessment of current trends in professionalization of day care administrators and their respective project training needs and preferences. While there were no responses from the "community based" programs, it may have been related to organizational format, or possibly indicative of "in-house" training opportunities offered community day care center employees.

Increasing numbers of corporate and franchise type child care centers signal a growing population of specialized child care administrators. Administrative roles may become more business related and subordinates may deal with curricular and other day to day management concerns. Such an organizational format would then presuppose differentiated staffing patterns which should be reflected in future administrative leadership training programs.

In Texas, church owned and operated day care has expanded dramatically in the past decade. Concomitant training opportunities offered by the sponsoring religious organizations has paralleled this growth. The Baptist General Convention of Texas is illustrative of this phenomenon and could serve as a prototype for other religious groups similarly involved in day care services. Training opportunities for directors of such programs offer an additional area for exploration in the implementation of administrative leadership training opportunities.

One-third of the respondents indicated that enrollment was less than licensed capacity. This was difficult to account for in the light of national figures stressing the need for more growth in child care to accommodate the increasing numbers of children and families needing this service. One possible explanation may be related to the fact that this information was obtained during the months of June and July. At such time, summer enrollment patterns may not have reflected actual enrollment figures. Not to be ignored, however, are factors related to parent preference for non-day care arrangements, an area in which research seems indicated.

With reference to full and part-time employment practices, it seems both timely and appropriate that efforts be made to analyze effective, efficient, and economic staffing patterns in day care centers to assist administrators in designing flexible kinds of schedules. This seems needed if day care is to meet the variety of child care needs peculiar to today's demands and still provide appropriate and comfortable staff-child ratios.

V

Child Care Administrator Training Needs and Preferences as Perceived by Child Care Administrators

An important consideration in the assessment of training needs was the perceptions toward the kinds of experiences necessary to become a child care administrator. Additionally, the administrator preferences related to the logistics of training opportunities were considered. The data discussed in this section provide some basis for general implications toward future training prerequisites for child care administrators. Some concurrent findings related to preferred modes of continuing training for practicing administrators are also included.

Level of Education Needed for Leadership Positions

Child care administrators in both the TDHR Region 05 and the Statewide samples were asked how much education and experience were necessary for a position of leadership in day care centers. Well over one-half of the Region 05 respondents stated that a baccalaureate degree or above would be necessary (62%). The remaining 38% indicated a junior college education would be sufficient.

Table XIX

Region 05 Sample
Education Necessary for Leadership Positions

	FREQUENCY	PER CENT
Junior College	37	38
Baccalaureate	23	23
Masters	31	31
Above	8	8
Total	99	100

The Statewide sample determined that 76% of the respondents felt that the baccalaureate degree, or above, would be necessary for a leadership position in child care. The remaining 24% felt that some junior college education would be sufficient.

Table XX

Statewide Sample
Education Necessary for Leadership Positions

AMOUNT OF COLLEGE	FREQUENCY	PER CENT
Junior College	8	24
Baccalaureate	19	58
Masters	3	9
Above	3	9
Total	33	100

Experience Needed for Leadership Positions

Child care administrators were asked how much in-practice experience was needed for a leadership position in child care. Table XXI contains the presentation of the TDHR Region 05 responses which included: 49% felt from one to four years experience would be necessary; 19% felt five or more years would be necessary; however, a relatively high percentage, 42%, felt no experience to be necessary for a leadership position.

Table XXI

Region 05 Sample
In-Practice Experience Needed for a Leadership Position

YEARS	FREQUENCY	PER CENT
0	41	42
1-2	25	26
3-4	13	13
5 or above	18	19
Total	97	100

Similar findings were found among the Statewide respondents. The Statewide sample of day care administrators was represented in (Table XXII) as follows: 54% indicated from one to four years experience would be necessary; 3% felt 5 or more years; and, 43% indicated no experience would be necessary.

Table XXII

Statewide Sample
Experience Needed for Leadership Position

YEARS	FREQUENCY	PER CENT
0	42	43
1-2	34	35
3-4	18	19
5 or above	3	3
Total	97	100

Staff Qualifications

When the child care administrators in TDHR Region 05 were asked about general qualifications necessary for administrative positions, (Table XXIII), general education at a formal institution was ranked first; general experience and maturity, second; supplementary training program at a formal institution, third; and specialized training through an accredited institution fourth.

Table XXIII

Region 05 Sample
Qualifications for Administrators

	RANK	AVERAGE RANKING*
General Education at Formal Institution	1	2.73
General Experience and Maturity	2	2.14
Supplementary Training Program at Formal Institution	3	1.91
Specialized Training through an accredited Institution	4	1.69

*Weighted Average; 3 is high and 1 is low.

Preference for Training Format

The TDHR Region 05 and Statewide sample of child care administrators were asked if they had had experience with the following training formats: programmed instruction, competency based modules, practicum based instruction, workshops, and college classroom instruction. They were then asked to state their preferences for training formats by rank ordering them.

The TDHR Region 05 respondents ranked workshops first; practicum based instruction second; college classroom instruction third; competency based modules fourth; and programmed instruction fifth.

Table XXIV

Region 05 Sample
Preferences for Training Format:
A Ranking of the Five Choices Given

FORMAT	RANKING	FREQUENCY OF RESPONSE
Programmed Instruction	5	14
Competency based modules	4	22
Practicum based Instruction	2	43
Workshops	1	51
College Classroom Instruction	3	33

Statewide respondents were asked similar questions relative to experience with and preference for specific types of training. Tables XXV, XXVI, XXVII, and XXVIII are completions of the responses. In terms of programmed instruction, 30% of the respondents indicated no experience; 41% liked it; 5% disliked it; and 24% were undecided.

Table XXV

Statewide Sample
Preference Expressed for Programmed Instruction

	FREQUENCY	PER CENT
No Experience with the format	11	30
Like it	15	41
Dislike it	2	5
Undecided	9	24
Total	37	100

With reference to competency based modules, the Statewide respondents indicated that 43% had not had experience with it; 41% liked it; 5% disliked it; and 11% were undecided.

Table XXVI

Statewide Sample
Preference Expressed for Competency Based Modules

	FREQUENCY	PER CENT
No Experience with the format	16	43
Like it	15	41
Dislike it	2	5
Undecided	4	11
Total	37	100

An overwhelming majority of the Statewide sample of child care administrators found on-site consultation a favorable training strategy; 82% indicated they liked it; there were none who indicated they did not like it. The others either had no experience, 10% , or were undecided, 8%.

Table XXVII

Statewide Sample
Preference Expressed for Direct On-Site Consultation

	FREQUENCY	PER CENT
No experience	4	10
Like it	31	82
Dislike it	0	0
Undecided	3	8
Total	38	100

Child care administrators in the Statewide survey indicated a very high preference for workshops and summer institutes, 82% responded that they liked it, 8% indicated no experience with this format, 5% disliked it, and 5% were undecided.

Table XXVIII

Statewide Sample
Preference Expressed for Workshops or Summer Institutes

	FREQUENCY	PER CENT
No experience	4	8
Like it	36	82
Dislike it	2	5
Undecided	2	5
Total	14	100

TDHR Region 05 child care respondents were asked if they wished to utilize certain training modes in future child care administrative leadership training (Table XXIX). All modes received high degrees of acceptance. Visiting other centers seemed to be the most popular suggestion, 95% indicated favoring that. An additional 92% favored field based training, while broad based training and on-site visitation received 91% and 89% favorable responses, respectively.

Table XXIX

Region 05 Sample
Would you wish to use the following
as a mode of future training?

	FIELD BASED TRAINING		BROAD BASED CURRICULUM TRAINING		VISITING OTHER CENTERS		ON-SITE VISITATIONS (in your center)	
	N	%	N	%	N	%	N	%
Yes	79	92	81	91	81	95	74	89
No	7	8	8	9	4	5	9	11
Total	86	100	89	100	85	100	83	100

Statewide respondents were also quite accepting of all modes of future training (Table XXX). The statewide group revealed that 80% would like to participate in field based training, particularly that employing a "model child care center" base. Broad based training addressing numerous topics, some of which might be peripheral to child needs and more specific to child care administrator needs, was also favored, 81%. Visiting other centers was favored by 42% of the respondents. No data for on-site visitation by consultants/trainers were available. The question was inadvertently omitted from the statewide survey instrument.

Table XXX

Statewide Sample
Would you wish to use the following
as a mode of future training?

	FIELD BASED TRAINING		BROAD BASED CURRICULUM TRAINING		VISITING OTHER CENTERS		ON-SITE VISITATIONS (in your center)	
	N	%	N	%	N	%	N	%
Yes	33	80	30	81	33	72	(omitted)	
No	8	20	7	19	13	28		
Total	41	100	37	100	46	100		

The Region 05 respondents were asked preferred times for training opportunities. This data may be found in Table XXXI. The periods during the year when child care administrators felt participation in training offerings might be most feasible follow 53% stated a preference for summer; 23% stated a preference for fall; 9% stated spring; and 3% preferred winter. 12% of the respondents felt training opportunities could be offered any time during the year. No clear trend was established; although summer was generally favored, the other parts of the year were evenly distributed.

Table XXXI

Region 05 Sample
Preferred Time of Year for Training

	FREQUENCY	PER CENT
Spring	6	9
Summer	37	53
Fall	16	23
Winter	2	3
All Year	9	12
Total	70	100

No clear trend was established for a preferred time during the week to provide training opportunities, Table XXXII contains data which may be used to show that 51% of the TDHR Region 05 respondents preferred the week-end; 39% indicated a day during the week with 8% preferring the latter days in the week, and 2% indicated any time during the week might be feasible.

Table XXXII

Region 05 Sample
Preferred Time of Week for Training

	FREQUENCY	PER CENT
Weekend	25	51
Monday-Friday	19	39
End of week	4	8
All week	1	2
Total	49	100

Table XXXIII contains data regarding the best time of day for training programs. The TDHR Region 05 respondents were divided as follows· 58% preferred afternooon; 25% felt a training schedule which includes a full day and evening might be feasible; 11% indicated preference for all day presentations; while 6% preferred mornings.

Table XXXIII

Region 05 Sample
Preferred Time of Day for Training

	FREQUENCY	PER CENT
Morning	4	6
Afternoon	38	58
Day & Night	16	25
All Day	7	11
Total	65	100

SUMMARY AND IMPLICATIONS

Opinions as to level of education needed to assume leadership roles in day care were fairly evenly distributed from Junior College level to Master's Degree with a few of the respondents suggesting a Doctorate. The general trend was at least some college work should be required for certification while the majority suggested at least a Bachelor's Degree. The contemporary standards for day care licensure require that a director need only complete high school.

Opinions as to number of years in-practice experience needed to assume leadership roles in day care were generally divided between none and up to five or more years. Based on the data it appeared that the respondents felt that in-practice experience should be considered in certification. An inference may be made that other factors may be more significant in their opinion.

Of the four general qualifications listed, general education at a formal institution was ranked considerably higher than the other factors. It can be inferred then that education was presumed to be of greater value to the child care administrator than experience.

While respondents had previous experience with a variety of training strategies, when asked to indicate preferences, workshops were preferred over programmed instruction and the college classroom. Competency based modules were rated as least preferred among the various approaches.

Direct on-site consultation was emphasized as a preferred training strategy by many administrators. Summer workshops and institutes were stressed as a vehicle for sharing common concerns with other child care administrators, while visiting the other centers appeared to warrant substantial exploration as an additional mode for training.

Several suggestions were related to a model child care center to serve as a site for training or internship. Several respondents commented that such a center would utilize specialists in diverse areas of child care and management and would be utilized for both practicing and potential child care center administrators. A very high percentage of the respondents (80%) favored such a strategy.

There was little difference expressed in terms of time of year, week, and length for training contacts.

The largest groups were identified as summer, week-ends, and afternoons. However, within these constraints there were a number of other combinations that would draw a number for training programs. The lack of a clear direction in time availability suggests that flexibility is essential.

VI

Emerging Professionalization Trends

Many of the issues addressed in preceeding sections are in subtle ways indicative of an emerging trend toward professionalization in child care. Indications included: higher education levels among the child care administrators; increasing memberships and participation in professional organization; and expressed desire for training; and, frequent utilization of training consultants.

This section addressed additional indicators of professional growth. Included were participation in standards setting, accreditation, and regulation, along with professional motives for training.

Return to Campus.

The TDHR Region 05 respondents were asked to state conditions under which they would return to school. These conditions included the waiver of tuition, a regulation requiring them to return and the possibility of self-enrichment. XXXIV contains data which were illustrative of these questions.

The administrators were asked if they would personally return to school: 76% said yes, if the tuition and fees were paid; 65% said yes, if they were required; while 81% said yes, if they returned for their own enrichment.

Table XXXIV

Region 05 Sample
Would You Return to School for Your Own Self Enrichment?

	FREQUENCY	PER CENT
Yes	80	88
No	11	12
Total	91	100

Would You Return to School if Tuition Were Paid?

	FREQUENCY	PER CENT
Yes	45	76
No	14	24
Total	59	100

Would You Return to School if it Were Required?

	FREQUENCY	PER CENT
Yes	64	77
No	19	23
Total	83	100

The Statewide survey sought to ascertain the conditions which might prompt child care administrators' return to school. The conditions included the waiver of tuition, if a degree became an accreditation requirement, and to complete a degree in child care administration. Table XXXV contains the data descriptive of these questions.

Table XXXV

Statewide Sample
Would You Return to School to Complete a Degree in Child Care Administration?

	FREQUENCY	PER CENT
Yes	25	56
No	20	44
Total	45	100

Would You Return to School if Your Tuition Were Paid?

	FREQUENCY	PER CENT
Yes	29	69
No	13	31
Total	42	100

Would You Return to School if a Degree Became an Accreditation Requirement?

	FREQUENCY	PER CENT
Yes	27	64
No	15	36
Total	42	100

Analysis of the data on Tables XXXIV and XXXV permitted several observations. The foremost was that there's a general willingness among a majority of the respondents to return to an institution for training. While fewer respondents indicated that they would pursue a degree, this may have been biased due to the report that approximately one-third already had a degree in another field. The largest affirmative response was in reference to returning to school for enrichment, which was impressive.

Standards and Accreditation

When given a list of potential standards setting groups, TDHR Region 05 interviewees were asked to select the one who should be responsible for setting standards for child care. The data in Table XXXVI may be utilized to illustrate that either state, local, or professional groups were preferred. The reported were as follows: 28% thought a coordination of state and local level agencies should set standards; 24% indicated professional groups; 20% indicated state government only; and, 12% thought child care centers should be autonomous in setting standards for themselves.

Table XXXVI

Region 05 Sample
Who Should Set Standards for Day-Care Services?

	FREQUENCY	PER CENT
Professional Groups	18	24
Local Government	5	7
State Government	15	20
Federal Government	4	5
State & Local	21	28
Federal & State	3	4
Autonomous Centers	8	12
Total	74	100

Several questions referred to the possibility of a future accreditation policy for child care centers. When asked if child care centers should be accredited in some manner, but not necessarily by externally-imposed standards, an almost unanimous (96%) of TDHR Region 05 respondents indicated yes, as detailed in Table XXXVII.

Table XXXVII

Region 05 Sample
Should Child Care Centers be Accredited in Some Manner?

	FREQUENCY	PER CENT
Yes	75	96
No	3	4
Total	78	100

When asked who should accredit child care centers, a majority of the TDHR Region 05 respondents (84%) felt a state regulatory body, 11% felt a federal regulatory body, and 5% felt a local regulatory body should be responsible, as shown in Table XXXVIII. This is similar to the findings presented related to the establishment of standards; however, there was no reference made to the professional group as a source of accreditation.

Table XXXVIII

Region 05 Sample
Who Should Accredit Child Care?

	FREQUENCY	PER CENT
State	71	84
Local	5	5
Federal	9	11
Total	85	100

Emerging Trends

When asked about professional meetings attended, the responses of the TDHR Region 05 respondents revealed that 63% attended meetings of the Texas Association for the Education of Young Children and/or its affiliates. The second highest percentage (11%) had attended Texas Department of Human Resources sponsored workshops and seminars. Workshops provided by the Texas Licensed Child Care and its affiliates were attended by 8% of the respondents. Other professional meetings were attended by 5% or fewer of the respondents.

Table XXXIX

Region 05 Sample
Professional Meetings Attended in the Previous Year

	FREQUENCY	PER CENT	RANKING
TAEYC	71	63	1
YMCA	1	1	8
Federally Sponsored	5	4	6
Other professional Assoc.	3	3	7
Licensed Child Care Assoc.	9	8	3
DHR	12	11	2
Other State Agencies	6	5	4.5
Private School Agencies	6	5	4.5
Total	113	100	

When asked if career ladder opportunities should be provided for individuals who seek professional training (Table XL), 95% of the TDHR Region 05 interviewees responded affirmatively.

Table XL

Region 05 Sample
Should Career Ladder Opportunities be Provided for Individuals Who Seek Professional Training?

	FREQUENCY	PER CENT
Yes	87	95
No	5	5
Total	92	100

When asked if professionalization of the child care and the child care administrator image would enhance community support of child care, 89% TDHR Region 05 respondents indicated yes; 11% indicated no, as is revealed in Table XLI.

Table XLI

Statewide Sample
Would Professionalization of Child Care Administrators Enhance Community Support of Day Care?

	FREQUENCY	PER CENT
Yes	80	89
No	10	11
Total	90	100

Finally, administrators in TDHR Region 05 Sample were asked if they would allow on-site visitations in their center by persons entering the child care field, 98% agreed. This indicated concern for and potential cooperation in the emerging profession.

Table XLII

Region 05 Sample
Would You Allow On-Site Visitations in Your Center by Persons Entering the Child Care Field?

	FREQUENCY	PER CENT
Yes	46	98
No	1	2
Total	47	100

SUMMARY AND IMPLICATIONS

Although the needs assessment was a sample from a much larger area of data, there were several trends among the reported attitudes and activities of respondents which were reflective of child care administration as an emerging profession. Many child care administrators have baccalaureate degrees. Findings in other sections of the report supported the common desire for training and concern with quality performance among the administration. While a number of administrators indicated that they would return to school if tuition were paid, more significant was the overwhelming majority who stated that they would return to school for their own professional self-enrichment.

The fact that day care administrators indicate that they would return to school for any and all of the reasons stated in the survey, is in itself indicative of emerging professionalism in day care administration. Certainly, as the role of day care administrator becomes more and more differentiated, the need for knowledge and skills in an array of day care concerns becomes even more apparent.

There also appeared to be general concern related to the establishment of standards for child care centers and for accreditation centers. Although there was no clear consensus in terms of who should be responsible for the establishment of standards for child care, some general acceptance of state and local government as a source for standards was reflected. Perhaps as significant was the finding that approximately one-fourth of the child care administrators felt that the establishment of standards should come from their own professional groups. Professional organizations taking the responsibility for standardization are not uncommon and include the medical and legal professions.

In relation to accreditation of specific centers, the majority of administrators favored the state as the source of accreditation. This was in keeping with the current policy which placed accreditation with the Texas Department of Human Resources.

A primary indicator of the emergent professionization was the large number of administrators who attended meetings related to child care. Other significant indicators in this area were the favorable response toward the provision for career ladder opportunities, the concern for recognition of professional status from the community, and the willingness to assist in the training of future child care administrators.

VII

Attitude Measures of Texas Child Care Administrators

Administrators in TDHR Region 05 and those surveyed in the statewide mail-out were asked to rate their attitudes toward a variety of task statements concerning the role of a child care administrator. (This instrument may be found in the Appendix). For each statement they responded to their perception of how well they performed the task as well as how important the task was to the overall scope of child care director.

These data were then tabulated for both the TDHR Region 05 and statewide samples. The data were presented in Table XLIII according to the average values for task ability and importance each task statement was given. A Difference Index also gives a value of relative difference between the performance and importance scales. The Performance and Importance measured on a 1 to 5 scale: 1= very well or very important; 2= fairly well or somewhat important; 3=don't know; 4= poorly or unimportant; 5= not well at all or very unimportant. The Difference Index provided a means of interpreting the absolute difference and the direction of discrepancies between the two average attitude measures. If the Index was greater than zero, the respondents perceived the task being of greater importance than their level of performance of the task. If the Index was less than zero, the respondents perceived the task as being of less importance than their level of performance of the task. Finally, if the Index is equal to zero, the perceived importance and level of importance were equal.

The tasks were grouped according to functional task performance areas. These groups were:

1. Organization and Leadership:
   Personnel management and relations, professional attitude and knowledge of child-care administration.
2. Ancillary Services:
   Health and Safety, Emergency procedures, before and after school care, transportation, nutrition, pupil records.
3. Early Childhood Programs:
   Identification and development of sound programs for growth and development of the child.
4. Fiscal/Legal Implications:
   Working knowledge of Federal, State,and Local laws and regulations covering day care centers. Business and financial knowledge to maintain a small independent business.
5. Parent/Community Relations
   Identification and contact with community agencies. Contact and cooperation with parents.

The Task Analysis Index tables also included an overall measure of performance and importance for each functional grouping. This value gave a summative evaluation of the relative general attitude toward administrative tasks. The investigators were then allowed to make inferences concerning the needs and attitudes toward future training areas.

Table XLIII

TASK ANALYSIS INDEX
TDHR Region 05 Interviewees

ORGANIZATIONAL LEADERSHIP	How well do you perform this task?	How important is this?	Difference Index
1. Establish and maintain a productive relationship with the governing board.	2.6	1.7	.9
2. Develop appropriate channels of communication between administrator staff and parents.	2.1	1.6	.5
3. Select staff with qualifications needed for identified roles.	1.6	2.3	-.7
4. Identify various staff functions needed within the child care center.	1.4	1.6	-.2
5. Establish and maintain work schedules for all personnel.	1.7	1.6	.1
29. Obtain outside consultation in areas as needed.	2.2	1.2	1.0
Overall Group Indicators	1.9	1.7	.2
ANCILLARY SERVICES			
6. Provide health care services to sick children.	1.7	2.4	-.7
7. Handle first aid problems	2.3	1.9	.4
25. Provide transportation.	1.4	1.3	.1
27. Be prepared for such emergencies as fire or accidents.	1.4	1.3	.1
28. Establish a personal hygiene program for children.	1.5	2.4	-.9
Overall Group Indicators	1.7	1.9	-.2

Table XLIIIcontinued

EARLY CHILDHOOD PROGRAMS	How well do you perform this task?	How important is this?	Difference Index
8. Provide an education program appropriate for various age levels.	3.0	1.9	1.1
9. Have adequate knowledge of the various stages of child growth and development.	1.6	1.6	0
8. Provide age-appropriate and varied indoor play equipment.	1.4	1.5	-.1
9. Provide space and equipment for outdoor play.	2.1	1.4	.7
20. Encourage staff members to facilitate the positive self concept in children.	1.4	1.4	0
21. Maintain a positive approach to discipline problems.	1.5	1.5	0
22. Have ability to handle children's special problems when they arise.	2.1	1.6	.5
24. Provide a variety of enrichment activities.	1.7	1.4	.3
26. Maintain before and after school programs appropriate and interesting to the age group.	1.4	1.3	.1
30. Maintain an inservice program for staff members working with children.	1.6	1.5	.1
Overall Group Indicators	1.8	1.5	.3

Table XLIII continued

FISCAL/LEGAL IMPLICATIONS	How well do you perform this task?	How important is this?	Difference Index
10. Develop effective day-to-day management skills such as building maintenance, hours, fees, etc.	1.4	1.5	-.1
11. Have a knowledge of federal, state, and local regulations.	1.5	1.6	-.1
12. Have a knowledge of taxes, social security and insurance as needed.	1.5	1.5	0
15. Identify potential sources of soliciting outside funds.	1.9	2.1	-.2
16. Maintain and budget available funds.	2.1	2.2	-.1
17. Keep accurate and appropriate financial records.	1.3	1.5	-.2
Overall Group Indicators	1.6	1.7	-.1

SCHOOL COMMUNITY RELATIONS			
13. Have knowledge of community child and family agencies or professionals available for needed referrals.	2.4	2.4	0
14. Identify and maintain public relations procedures in order to project a professional image of the center.	1.4	1.7	-.3
23. Establish and maintain cooperation with parents.	1.7	3.6	-1.9
31. Identify and utilize appropriate community health services.	1.5	1.8	-.3
Overall Group Indicators	1.7	2.4	-.7

General Attitude towards Importance of Tasks.

Three-fourths of the tasks in school-community relations were rated unimportant by the regional administrators; one-half of the tasks from ancillary services were rated unimportant; one-half of the tasks from fiscal/legal implications were rated unimportant by the administrators. There was general agreement that most of the tasks involved in organizational leadership and in the early childhood program are important.

Those tasks marked as important and as poorly achieved fell into the areas of organizational leadership, ancillary services, and the early childhood program. The task marked as not important and poorly achieved was from the area of community relations.

While regional administrators generally considered all the tasks important, they indicated that they had developed competency in these tasks.

Regional administrators indicated that they considered all of the tasks important except the following:

Leadership

3. Select staff with qualifications needed for identified roles.

Ancillary Services

6. Provide health care services to sick children.
28. Establish personal hygiene program for children.

Fiscal/Legal

15. Identify potential sources for soliciting funds.
16. Maintain and budget available funds.

Parent Community Relations

13. Have knowledge of community agencies and professionals available for needed referrals.

23. Establish and maintain cooperation with parents.

Those tasks which were a low ability perception show a clear training need.

The following tasks were marked as important although poorly achieved:

1. (1) Establish and maintain a productive relationship with governing board.
2. (2) Develop appropriate channels of communication between administrator, staff,and parents.
3. (7) Handle first aid problems.
4. (8) Provide an education program appropriate for various age levels.
5. (22) Ability to handle children when special problems arise.
6. (29) Obtain outside consultation in areas as needed.

The following task was indicated as both not important and as poorly achieved.

7. (13) Have knowledge of community child and family agencies or professionals available for needed referrals.

The data in Table XLIV contain the values compiled from the Statewide survey on the Task Analysis Index.

In the Statewide sample, respondents were asked to also fill out the Task Analysis Index. They were asked to rate (a) their present level of ability to perform each task and (b) the importance of each task.

The following tasks were marked as important and as poorly achieved:

1. (3) Select staff with qualifications needed for identified roles.
2. (5) Establish and maintain work schedules for all personnel.

3. (6) Provide health care services.

4. (12)Have a knowledge of taxes, social security and insurance as needed.

The following tasks were marked as not important and as poorly achieved:

1. (15)Identify potential sources of soliciting outside funds.

2. (26)Maintain before and after school programs appropriate and interesting to the age group.

Table XLIV

TASK ANALYSIS INDEX
Statewide Survey

ORGANIZATION LEADERSHIP	How well do you perform this task?	How important is this?	Difference Index
1. Establish and maintain a productive relationship with the governing board.	2.0	1.8	.2
2. Develop appropriate channels of communication between administrator, staff, and parents.	1.8	1.6	.2
3. Select staff with qualifications needed for identified roles.	2.1	1.5	.6
4. Identify various staff functions needed within the child care center.	1.8	1.7	.1
5. Establish and maintain work schedules for all personnel.	2.1	1.9	.2
29. Obtain outside consultation in areas as needed.	2.1	2.0	.1
Overall Group Indicators	2.0	1.7	.3

ANCILLARY SERVICES			
6. Provide health care services to sick children.	2.3	2.0	.3
7. Handle first aid problems.	1.6	1.5	.1
25. Provide transportation.	3.2	3.3	-.1
27. Be prepared for such emergencies as fire or accidents.	1.6	1.6	0
28. Establish a personal hygiene program for children.	1.9	1.8	.1
Overall Group Indicators	2.3	2.2	.1

Table XLIV continued

EARLY CHILDHOOD PROGRAMS	How well do you perform this task?	How important is this?	Difference Index
8. Provide an education program appropriate for various age levels.	1.6	1.5	.1
9. Have adequate knowledge of the various stages of child growth and development.	1.7	1.4	.3
18. Provide age-appropriate and varied indoor play equipment.	1.6	1.5	.1
19. Provide space and equipment for outdoor play.	1.7	1.5	.2
20. Encourage staff members to facilitate the positive self concept in children.	1.6	1.5	.1
21. Maintain a positive approach to discipline problems.	1.6	1.4	.2
22. Have ability to handle children's special problems when they arise.	1.8	1.5	.3
24. Provide a variety of enrichment activities.	1.8	1.9	-.1
26. Maintain before and after school programs appropriate and interesting to the age group.	2.8	3.1	-.3
30. Maintain an inservice program for staff members working with children.	1.9	1.8	.1
Overall Group Indicators	1.8	1.7	.1

Table XLIV continued

FISCAL/LEGAL IMPLICATIONS	How well do you perform this task?	How important is this?	Difference Index
10. Develop effective day-to-day management skills such as building maintenance,hours,fees,etc.	1.7	1.8	-.1
11. Have a knowledge of federal,state, and local regulations.	1.7	1.7	0
12. Have a knowledge of taxes, social security and insurance as needed.	2.3	2.0	.3
15. Identify potential sources of soliciting outside funds.	3.3	2.9	.4
16. Maintain and budget available funds.	2.0	1.7	.3
17. Keep accurate and appropriate financial records.	1.8	1.7	.1
Overall Group Indicators	2.2	2.0	.2

SCHOOL COMMUNITY RELATIONS			
13. Have knowledge of community child and family agencies or professionals available for needed referrals.	1.8	1.8	0
14. Identify and maintain public relations procedures in order to project a professional image of the center.	2.0	1.9	.1
23. Establish and maintain cooperation with parents.	1.7	1.6	.1
31. Identify and utilize appropriate community health services.	2.0	2.2	-.2
Overall Group Indicators	1.9	1.9	0

SUMMARY AND IMPLICATIONS

The results of the Difference Index show clearly that there are areas in which training is needed as perceived by day care administrators. The TDHR Region 05 sample shows two areas in Organization Leadership which are potential training need areas. These are specifically associated with identification of staff functions and qualifications. The institute participants showed similar attitudes while adding the importance of staff scheduling. The Statewide sample did not express any need for training in this area.

The second content area, Ancillary Services, produced a parallel response from the institute participants and the TDHR Region 05 sample. Each expressed a great need for training in health care services and hygiene. The Statewide sample again felt they could perform all tasks as well as any expressed importance.

In the area, Early Childhood Programs, all groups were positive in their assertions that this was indeed their field of expertise. The TDHR Region 05 sample expressed confidence in their ability to provide educational programs appropriate for various age levels.

The area of Fiscal/Legal Implications provided a strong argument for training, not only in the Difference Index values but also in the low absolute values given to the tasks. The TDHR Region 05 sample related an overall higher importance than the Statewide sample.

Although not rated highly by any of the groups of administrators, the statements made suggest that this is a new area and administrators may not be aware of its potential. Historically, day care has been financially autonomous and there was no need to develop outside sources of funding. The trend appears to be toward non-profit corporations which are eligible for state or federal funds. These corporations also solicit external funding through grant organizations, which demand a knowledge of the entire money-raising process.

In contrast to the perceived importance of this task, the trend does not show movement to offer such programs.

While administrators generally considered all the tasks important, they indicated that they had developed competency in these tasks.

It is noteworthy that all tasks in all areas were considered important except the following isolated tasks which come from all areas:

2. (25) Provide transportation.
3. (26) Maintain before and after school programs.
4. (15) Identify potential sources of soliciting outside funds.
6. (31) Identify and utilize appropriate community health services.

Despite these few exceptions, it was concluded that administrators view all of the following areas as important in a training program:

1. Organizational Leadership
2. Ancillary Services

3. Early Childhood Curriculum
4. Fiscal/Legal Implications
5. Parent-Community Relations

VIII

Leadership Training Institute for Child Care Administrators

Based on data derived from a preliminary needs assessment conducted by TDHR in February, 1977 (See questionnaires and data summary in Appendix B), an interdisciplinary summer institute for child care administrators was designed. The ten-day institute was held on the N.T.S.U. campus July 18-22 and July 29-Aug. 3, 1977, from 8:00 A.M. to 4:00 P.M. each day.

Administrator interest in the Leadership Training Institute was determined by mail-out survey. (See Section II) Participants were selected from the respondents to the survey. The selection provided representation from a cross section of types of child care programs including single ownerships, partnerships, franchise ownerships, church sponsored and community supported programs. Enrollment, which was intended to be limited to twenty-five had to be increased to accommodate forty-three participants.

General content areas to be addressed during the Institute were predetermined by project personnel. However, the selection of specific topics within each content area, was jointly determined with Institute participants. A collection of training materials and resources was made available to the participants. Opportunities for individualized instruction and/or consultation in which participants could address individual needs or problem areas were utilized extensively. Consultants with expertise in specific areas related to child care administration addressed both large and small groups and when appropriate worked with individual administrators.

Course content revolved around the following outline:

I. Philosophy of child care

    A. Establishing a workable philosophy
    B. Setting goals and objectives

II. Organizational Strategies

    A. Types of programs
    B. Staffing patterns

        1. Flow charts
        2. Employment practices
        3. Job descriptions
        4. Work schedules
        5. Setting policy

III. Building positive staff relationships

    A. Leadership styles
    B. Interpersonal skills development
    C. Professionalization opportunities

IV. Legal implications in child care

    A. Local, state and federal regulations
    B. Working with the Texas legislature
    C. Past, present and anticipated federal legislation

V. Fiscal Management

    A. Sources of funds
    B. Estimating income and costs
    C. Budget categories

VI. Meeting Health and Safety Needs of Staff and Children

    A. Schedules
    B. Nutrition
    C. Provide appropriate health services
    D. Identification of community resources

VII. Providing an educational program commensurate with child growth and development principles.

VIII. Day to Day Management

A. Planning for most effective use of space and personnel
B. Maintaining supplies, equipment, building and grounds.

At the conclusion of the Institute, participants were asked to list other content areas which might have been included. The following suggestions were offered:

Bookkeeping
U.S.D.A. procedures and policies
Keeping health records
Equal employment opportunity information
Additional work on communication skills
Staff training strategies

The Institute participants were given a pretest immediately after registering. The post-test was administered on the final day of the Institute.

The instrument (See Appendix C) was developed particularly for this Institute to measure the content abilities of current day care administrators. A panel of four judges, all experts in the field of child care administration and child development, chose the most appropriate items from a larger question-pool. This panel assured the validity of the items. This produced a test which asked questions related closely to the content area of the Institute, as well as the practical knowledge of the participants.

An item analysis test was performed by a computer using the data collected during the Institute. The reliability for the test was established at .88 for the two administrations through the application of the Cronbach Alpha formula.

Mean Scores for Cognitive Tests

	Mean Correct Responses	Standard Deviation	Range of Scores
Pretest	46.5	12.2	15-66
Post-test	54.4	11.1	39-75
Difference	7.9		

A T-test for the difference between the pretest and post-test mean scores was performed and was found to be highly significant: $\underline{t} = 2.20$, $p < .05$. This difference, although apparently not very large, seems to indicate a positive training effect arising from the Institute workshop sessions. The primary areas in which gains were made seem to be specific content related items. The time allotted in short term training institutes covering the breadth of topics outlined above often prevents significant change.

An affective instrument was also administered (See Appendix B) after each session. Since the presenters' names are listed in Appendix B and all were received very positively, the tabulations of results were not presented in the document.

SUMMARY AND IMPLICATIONS

The administrators attending the summer Institute provided a basis for making future training recommendations. The content list may serve as a basis for future training. Obviously, it will be necessary to expand many of the content areas into course-length offerings while others may be elements of a particular course. An Institute covering such a variety of topics may have some significant impact as demonstrated; however, an alternative would be the provision for intensive training on fewer topics.

Catalogs for institutions of higher education in Texas were surveyed to determine course offerings related to child care administration. Due to the lack of available current catalogs, the extensive number to be reviewed, and the risk of over-sight, a specific listing was not made for this report. General observation, however, indicate few offering special courses aimed at child care administrators. Most courses offered in this area are through local community colleges and only three were identified with such courses.

IX

Findings, Conclusions, Recommendations, and Implications

An assumption of this report was that the administrator is chief agent in a child care center and must have certain knowledge and skills. This report was an attempt to assess the training needs of Texas child care administrators. Data were compiled primarily from administrators in TDHR Region 05. A statewide survey was also conducted which served largely to confirm those needs identified within Region 05.

In this final section, the findings are briefly summarized along with additional supportive evidence, and suggestions are made for the provision of future training programs.

Findings

A general demographic profile of a practicing child care center administrator in Texas would depict a person with some college or a degree, under the age of 49, and married. Many are interested in taking courses, as indicated through the number of courses related to child care administrators which they have taken or through a stated desire to continue in professional training.

Most of the child care administrators were either single owner operated, church operated, or community operated. What would appear to be an increasing number of child care centers were either corporation owned or franchise owned. The move toward investor operated child care centers along with those operated by community perhaps indicates a need for potential programs for a specially trained type of child care center administrator. Such an individual would be accountable to either an owning agency or investor group and would, out of necessity, be required to provide services efficiently and effectively to meet the needs of a consuming public.

A number of indicators of emerging professionalization existed among responding child care centers administrators. Included were participation in the establishment of standards, accreditation, regulation, along with alliances with professional organizations. There was also a general interest expressed in continued professional level training. Additionally, a number of administrators indicated attendance at professional workshops provided through professional organizations, the TDHR, or colleges and universities. Other training opportunities which seem to have significant influence upon administrators were those provided by utilization of consultants. The administrators seemed to be favorably disposed to consultant training activities at both the state and local levels and were committed to the continued use of this mode of training.

Other areas related to the educational background and training needs of practicing administrators were identified. Apparent needs in higher education training course offerings were reflected in the number of administrators who had been enrolled in specific college or university courses concerning the specific operation of child care centers such as Foods and Nutrition and Emergency First Aid. A general survey of course offerings of institutions of higher education in the state of Texas revealed few had specific courses for child care administrators. Most offerings were related to child growth and development or early childhood curricula. A few junior or community college courses were aimed at administrators. Only limited graduate offerings were noted.

When asked to define their preferences related to format and the time for provision of future training, a number of interesting observations were made. Workshops were the preferred mode of training, but large numbers also preferred college instruction or practicum-based instruction. Programmed instruction seemed to find less favor when compared to other formats. On-site consultation was preferred among an overwhelming majority of administrators included field-based training, broad-based curriculum training, visiting other centers, and on-site visitations within their center. Such training formats are not only novel but also offer promise for a "ripple-effect" among child care providers within individual centers.

Statements related to the time of year, month, week, and day of training gave no clear indicators for future training programs. While many administrators indicated that summer and week-ends were desirable, apparently sufficient numbers were available at other training times to facilitate the extension of training opportunities. In general, responses concerning the time and location for training reflected times which would enable them to conduct their major activities within the child care centers. The field-based formats suggested above reflect their desire to remain close to their respective centers. The suggestions for practicum experiences for training future child care administrators might be utilized as a means for providing a substitute administrator. The trainee would gain experience in a child care center and the administrator would be free for continuing training.

In reference to their perceptions of future training needs requirements for child care administrators the respondents tended to indicate a need for training. Many administrators perceived a need for university or junior college training of future child care administrators. Direct in-field experience was not perceived by the responding administrators as an essential part of training. When asked to rank those elements of training, general education came out above general experience and maturity and more specialized forms of training.

A number of areas for training were identified as important by administrators and were identified as needed for job performance for training future administrators. Specific content areas included staff scheduling and the utilization of either full-time or part-time personnel. Ancillary services, particularly related to health and hygiene information, appeared to have considerable interest as a training need. Other areas that should be included are fiscal/legal requirements, early childhood curriculum, and parent-community relations.

A number of the respondents indicated that enrollment was less than licensed capacity. Factors which may have influenced this may be related to the time of the year that the needs assessment was conducted or the methods of reporting. No reason was determined for the relatively low enrollments.

Conclusions

1. A growing number of contemporary child care center administrators appears to possess a baccalaureate degree or at least some college which points to a need for multi-level provision for continuing education.

2. There is a diversity of child care programs with an increasing number of governmental or corporate sponsored child care centers which appear to be demanding skilled leadership for child care.

3. A growing professionalism exists among child care administrators which is reflected by their concern with standards, improvement of services, and active involvement with professional groups.

4. The Texas Department of Human Resources appears to have played a significant part in the improvement of child care services and the provisions of training opportunities.

Recommendations

Future research efforts need to consider the following:

1. Capacity utilization according to time of day and year.
2. Staffing patterns including the utilization of full-time and part-time personnel.
3. Effective means of staff development for providers.

Implications

The following implications for the future training of child care administrators based upon the needs assessment appear warranted:

1. There is a strong desire among practicing administrators for professional level training in leadership and management.
2. More courses related to specific management and the provision for a diversity of services to a diversified society should be created.
3. Continuing education programs should involve outreach activities including visitation, consultation, and visiting other centers.
4. The consultation program has had marked impact among child care administrators.
5. Model child care centers which are reflective of the budgetary allowances afforded most administrators would provide an effective training site.
6. Multi-level training is needed to meet the needs of practicing and future administrators.
7. The career ladder concept appears to be an appropriate organization for training and future training programs should consider compatibility with this concept.
8. Considerable flexibility may be needed in planning for the format and scheduling of future administrator training programs.

9. Practicing administrators prefer a general education background along with professional level training as the basis for training future administrators.

10. Inclusion of representatives from professional groups would provide a sound basis in planning future training programs.

Bibliography

Allen, Sally V. and others, *Perspectives on Child Care*, Washington, D.C., National Association for Education of Young Children, 1972.

Butler, Annie L., *Early Childhood Education: Planning and Administering Programs*, Van Nostrand, 1974.

Fein, Greta G. and Allison Clarke-Steward, *Day Care in Context*, New York, John Wiley and Sons, 1973.

Hewes, Dorothy and Barbara Hartman, *Early Childhood Education: A Workbook for Administrators*, San Francisco, California, R and E Research Associates, 1974.

National Council of Organizations for Children and Youth, *America's Children 1976:A Bicentennial Assessment*, Washington, D.C., 1976.

Provence, Sally and others, *The Challenge of Daycare*, New York, Child Welfare League of America, Inc., 1975.

Roby, Pamela, ed., *Child Care Who Cares?*, New York, Basic Books, Inc., 1973.

Steinfels, Margaret O'Brien, *Who's Minding the Children*, New York, Simon and Schuster, 1973.

Talbot, Nathan B., *Raising Children in Modern America*, Boston, Little, Brown, and Company, 1976.

Texas Department of Public Welfare, *Annual Report, 1976*, Austin, Texas, August 31, 1976.

___________, *Statistics '76*, Austin, Texas, 1976. Texas Department of Community Affairs; Office of Early Childhood Development, *46 Things You Need to Know About Texas Children, The Darker Side of Childhood*, Austin, Texas, 1974.

Zaccaria, Michael A. and John W. Holloman, editors, Critical National Issues, (Papers presented to the San Antonio Child Care Symposium of 1975), San Antonio, Texas, Alliance of Child Development Association, 1975.

APPENDIX A

INTERVIEW INSTRUMENTS FOR TDHR REGION 05

The following list of tasks are some of the things you might do as a day care director. First check each task statement in the column on the left for how well you feel you can perform this task.

1	2	3	4	5
Not well at all	poorly	don't know	fairly well	very well

Then, in the column on the right, check each statement for how important it is to perform each task well.

1	2	3	4	5
very unimportant	unimportant	don't know	somewhat important	very important

How well I can do this: 1	2	3	4	5	TASK	How important is this: 1	2	3	4	5
___	___	___	___	___	1. Establish and maintain a productive relationship with the governing board.	___	___	___	___	___
___	___	___	___	___	2. Develop appropriate channels of communication between administrator, staff and parents.	___	___	___	___	___
___	___	___	___	___	3. Select staff with qualifications needed for identified roles.	___	___	___	___	___
___	___	___	___	___	4. Identify various staff functions needed within the child care center.	___	___	___	___	___
___	___	___	___	___	5. Establish and maintain work schedules for all personnel.	___	___	___	___	___
___	___	___	___	___	6. Provide health care services to sick children.	___	___	___	___	___
___	___	___	___	___	7. Handle first aid problems.	___	___	___	___	___
___	___	___	___	___	8. Provide an education program appropriate for various age levels.	___	___	___	___	___
___	___	___	___	___	9. Have adequate knowledge of the various stages of child growth and development.	___	___	___	___	___
___	___	___	___	___	10. Development effective day-to-day management skills such as building maintenance, hours, fees, etc.	___	___	___	___	___
___	___	___	___	___	11. Have a knowledge of federal, state, and local regulations.	___	___	___	___	___
___	___	___	___	___	12. Have a knowledge of taxes, social security and insurance as needed.	___	___	___	___	___

How well I can do this:							How important is this:				
1	2	3	4	5			1	2	3	4	5
___	___	___	___	___	13.	Have knowledge of community child and family agencies or professionals available for needed referrals.	___	___	___	___	___
___	___	___	___	___	14.	Identify and maintain public relations procedures in order to project a professional image of the center.	___	___	___	___	___
___	___	___	___	___	15.	Identify potential sources of soliciting outside funds.	___	___	___	___	___
___	___	___	___	___	16.	Maintain and budget available funds.	___	___	___	___	___
___	___	___	___	___	17.	Keep accurate and appropriate financial records.	___	___	___	___	___
___	___	___	___	___	18.	Provide age-appropriate and varied indoor play equipment.	___	___	___	___	___
___	___	___	___	___	19.	Provide space and equipment for outdoor play.	___	___	___	___	___
___	___	___	___	___	20.	Encourage staff members to facilitate the positive self concept in children.	___	___	___	___	___
___	___	___	___	___	21.	Maintain a positive approach to discipline problems.	___	___	___	___	___
___	___	___	___	___	22.	Ability to handle children when special problems arise.	___	___	___	___	___
___	___	___	___	___	23.	Establish and maintain cooperation with parents.	___	___	___	___	___
___	___	___	___	___	24.	Provide a variety of enrichment activities.	___	___	___	___	___
___	___	___	___	___	25.	Provide transportation.	___	___	___	___	___
___	___	___	___	___	26.	Maintain before and after school programs appropriate and interesting to the age group.	___	___	___	___	___
___	___	___	___	___	27.	Be prepared for such emergencies as fire or accidents.	___	___	___	___	___
___	___	___	___	___	28.	Establish a personal hygiene program for children.	___	___	___	___	___
___	___	___	___	___	29.	Obtain outside consultation in areas as needed.	___	___	___	___	___
___	___	___	___	___	30.	Maintain an inservice program for staff members working with children.	___	___	___	___	___
___	___	___	___	___	31.	Identify and utilize appropriate					

DEMOGRAPHIC INFORMATION

SEX: MALE ______

FEMALE ______

AGE: under 25 ______

25 - 30 ______

31 - 49 ______

over 50 ______

EDUCATIONAL BACKGROUND:

HIGH SCHOOL ______

SOME COLLEGE ______

COLLEGE GRAD. ______

DEGREE IN ____________

OTHER ______

MARITAL STATUS:

SINGLE ______

MARRIED ______

TYPE OF CENTER:

SINGLE OWNER ______

FRANCHISE ______

CHURCH ______

UNITED FUND ______

OTHER ______

DO YOU OWN? ______

DO YOU HAVE A TEACHER'S CERTIFICATE? ______

NUMBER OF CHILDREN IN CENTER ______ AGES OF CHILDREN ________

NUMBER OF STAFF MEMBERS WHAT KIND (FULL/PART TIME)

____________ ____________

____________ ____________

____________ ____________

STAFF QUALIFICATIONS:

DO YOU PROVIDE INSERVICE TO YOUR STAFF? ______

TRAINING SPECIFIC TO CHILD CARE?

COLLEGE/COURSES, approximate names:

____

____

____

____

____

____

____

WORKSHOPS (Who, What, How long?)

____

____

____

____

HAVE YOU USED D.P.W. CHILD CARE CONSULTATION OFFERINGS? __________

____

____

WHAT TYPE OF CONSULTANTS?

____

____

WHAT PROFESSIONAL MEETINGS HAVE YOU ATTENDED?

____

____

WHAT SERVICES DO YOU PROVIDE TO THE CHILDREN?

TRANSPORTATION __________ MEALS ________

BEFORE/AFTER SCHOOL CARE __________

SERVICES FOR HANDICAPPED CHILDREN __________

The following questions concern your employees:

CURRENT EMPLOYEES

(1) How many employees (full and part-time) do you currently employ?

Total __________

(2) How many employees (full and part-time) are assigned by your center to work with children?

Total __________

(3) How many, if any, volunteers does your center have who work with children?

Total __________

(4) Of the employees and volunteers in your center who are working with children, how many are:

	Number Full Time or Full Time Equivalent	Number Part Time (20 Hrs. or Less/Week)	Number of Volunteers
(A) Professionals who DO NOT HAVE direct contact with the children. (CPA, Personnel, Manager, Planner)			
(B) Professionals who DO HAVE direct contact with the children. (Teacher, etc.)			
(C) Non-Professionals who DO NOT HAVE direct contact with the children. (Personnel, secretaries, etc.)			
(D) Non-Professionals who DO HAVE direct contact with the children. (Nurses, Aides, Recreation Aides, etc.)			

EDUCATION AND TRAINING

(1) In general, how satisfied are you with the education and/or training of your employees who work with the children?

PROFESSIONAL EMPLOYEES	NON-PROFESSIONAL EMPLOYEES
_____ (a) very satisfied	_____ (a) very satisfied
_____ (b) somewhat satisfied	_____ (b) somewhat satisfied
_____ (c) satisfied	_____ (c) satisfied
_____ (d) somewhat dissatisfied	_____ (d) somewhat dissatisfied
_____ (e) very dissatisfied	_____ (e) very dissatisfied

(2) What educational experience do you feel is most important in your staff's ability to work with the children?

PROFESSIONAL EMPLOYEES	NON-PROFESSIONAL EMPLOYEES

3) What educational experience do you feel is least important (or hindered the most) in your staff's ability to work with the children?

PROFESSIONAL EMPLOYEES	NON-PROFESSIONAL EMPLOYEES

PRIOR WORK EXPERIENCES

(1) In general, how satisfied are you with the prior work experiences of your employees who work with children?

PROFESSIONAL EMPLOYEES	NON-PROFESSIONAL EMPLOYEES
_____ (a) very satisfied	_____ (a) very satisfied
_____ (b) somewhat satisfied	_____ (b) somewhat satisfied
_____ (c) satisfied	_____ (c) satisfied
_____ (d) somewhat dissatisfied	_____ (d) somewhat dissatisfied
_____ (e) very dissatisfied	_____ (e) very dissatisfied

(2) What prior work experiences do you feel have proved to be most important in your staff's ability to work with children?

PROFESSIONAL EMPLOYEES	NON-PROFESSIONAL EMPLOYEES

(3) What prior work experiences do you feel have proved to be least important (or hindered the most) in your staff's ability to work with children?

PROFESSIONAL EMPLOYEES	NON-PROFESSIONAL EMPLOYEES

TRAINING REQUISITES FOR LEADERSHIP IN CHILD CARE

1. How much training is needed for leadership positions in child care?

Degrees -

Junior College	____	Experience (Years)	____
Baccalaureate	____	Workshops	____
Masters	____	Professional Consultants	____
Above	____	Other	____

2. Consultative Services

	YES	NO
Do you feel you need consultative services?	____	____
Would you use consultative services if provided at no cost?	____	____
Would you use consultative services if locally convenient?	____	____

3. Standards and Regulations

Should child care programs be accredited in some manner? ____ ____

By Whom? ____ STATE ____ LOCAL ____ FEDERAL

Who should set standards for day care services?

____

Would you return to school to complete a degree ...

...if tuition were paid? Yes ___ No ___

...if required? Yes ___ No ___

...for own self enrichment Yes ___ No ___

Should career ladder opportunities be provided for individuals who seek professional training? Yes ___ No ___

What are your preferences for training format?

	How your feel about it	Experience with
a. programmed instruction		
b. competency based modules		
c. personalized instruction		
d. workshops		
e. college classroom instruction		

Please Rank order a thru e from 1 to 5.

For future training possibilities for you and/or individuals entering the day care profession, what training strategies would you prefer?

	YES	NO
Field based training (as in a model day care center)?		
Broadbased training dealing with topics relative to a variety of concerns periperal to child needs? . . .		
Visiting other centers? . . .		
On-site visitations (in your center)? .		

What are the best times of the day, week, year, for child care personnel participation in training programs (particularly administrators)?

Would professionalization of day care administration enhance community support of day care in general?

What alternatives to university training are more desirable for child care administrators?

______

NAME: ______________________________

NAME OF FACILITY: ______________________________

ADDRESS OF FACILITY: ______________________________
Street Number

____
City, State, Zip

____
County

POSITION TITLE: ______________________________

RELATIONSHIP WITH D.P.W.: (Check only one)

_____ Group, Individual or Facility provides services which are purchased by D.P.W.

_____ D.P.W. does not purchase services from this Group, Individual or Facility

_____ Group, Individuals or Facilities preparing to provide services for D.P.W. purchase

TYPE OF FACILITY OR POSITION: (Check only one)

Non-State Funded Facility

_____ Child-Placing Agency (24-Hour Care and Adoption)
_____ Child-Placing Agency (Day Care Only)
_____ Non-Profit Institution Providing Basic Child Care
_____ Commercial Institution Providing Basic Child Care
_____ Institutions Serving Mentally Retarded Children
_____ Residential Treatment Center
_____ Therapeutic Camp
_____ Halfway House
_____ Non-Profit Emergency Shelter
_____ Commercial Emergency Shelter
_____ Detention Facility
_____ Non-Profit Day Care Center
_____ Commercial Day Care Center
_____ Kindergarten or Nursery School
_____ Schools: Grades Kindergarten and Above
_____ Agency Home
_____ Commercial Foster Family Home
_____ Non-Profit Foster Family Home
_____ Agency Family Day Home
_____ Commercial Boarding Home
_____ Registered Family Home
_____ Agency Foster Group Home
_____ Commercial Foster Group Home
_____ Non-Profit Group Home
_____ Non-Profit Group Day Care Home
_____ Commercial Group Day Care Home
_____ Commercial Family Day Home

State Funded Facility

_____ Child-Placing Agency-Day Care
_____ Day Care Center
_____ Group Day Care Home
_____ Institution Providing Basic Child Care
_____ Institution Serving Mentally Retarded Children
_____ Residential Treatment Center
_____ Therapeutic Camp
_____ Halfway House
_____ Emergency Shelter
_____ Detention Facility
_____ Foster Group Home
_____ Child-Placing Agency--24 Hour

D.P.W. Personnel

_____ Licensing Staff
_____ Protective Services Staff
_____ WIN and/or D.P.W./VR Staff
_____ Purchased Social Services Staff
_____ Other Department Staff

APPENDIX B

INSTRUMENTS AND SUPPORTIVE MATERIALS FOR SUMMER INSTITUTE

Center for Research and Evaluation

College of Education
North Texas State
University

June 15, 1977

Dear Child Care Administrators:

The North Texas State University College of Education and the Child Care Training and Consultation Program of the Texas Department of Public Welfare are currently planning for a 10 day summer institute for child care/day care center administrators. The institute will be conducted on the N.T.S.U. campus later this summer.

This summer institute will be designed to provide specialized administrative leadership enrichment for directors of day care programs. A fact sheet detailing the Administrators' Institute is enclosed for your information.

In addition, the Center for Research and Evaluation is conducting a survey of day care administrative skills in order to ascertain institute topics which are most needed and desired by day care owners, directors and administrators. A personal interview at the convenience of a selected group of child care/day care respondents will comprise the major thrust of this assessment. If an interviewer should call, please take the time to arrange for the interview. It should not take more than twenty minutes of your time and will help us to plan enrichment experiences relevant to you.

Please take a moment to complete the enclosed postal card. This information is needed both to apply for the Administrators' Institute and for input into future programs. By returning the card, you can determine the topics, need and level of such projects.

We at N.T.S.U. recognize the growing desire for professionalization within the day care field. We also recognize the rich potential for leadership in day care concerns among individuals who daily offer such services to children and families. It is hoped that our endeavor will support and enhance your efforts.

Sincerely,

Margaret Puckett

Margaret B. Puckett
Child Care Training Director

Department of Education
North Texas State University
Denton, Texas 76203

LEADERSHIP TRAINING
FOR CHILD CARE ADMINISTRATORS

Sponsored by

Region 005 Child Care Training and Consultation Program
Texas Department of Public Welfare
and
Center for Research and Evaluation
College of Education
North Texas State University

WHAT: Summer Leadership Institute

An interdisciplinary institute for selected child care/day care center administrators will be held on the N.T.S.U. campus. A variety of workshop methods will be employed to effect maximum individualization. Special consultants representing a multiplicity of administrative roles and skills will work with both large and small groups of participants.

Six credit hours at the appropriate level will be granted to participants completing the institute.

WHEN: July 18 - 29, 1977

The institute will be held for ten days, Monday through Friday. The exact dates will be July 18 - 22 and July 25 - 29, 1977. Each session will run from 9:00 A.M. to 4:00 P.M. Participants must attend all sessions in order to receive college credit.

WHERE: Sessions will be held in the College of Education Building on the North Texas State University campus in Denton, Texas.

WHO: Owners and/or directors of day care centers, administrators of early childhood programs, and other leaders in the child care/day care field are eligible. Enrollment is limited to twenty-five participants.

A stipend will be awarded to all those participants selected to attend the institute.

RETURN THE ENCLOSED CARD.
A FORMAL APPLICATION WILL BE MAILED TO YOU.

SELECTION DATA FOR SUMMER
CHILD CARE INSTITUTE

Please type or print your responses.

1. Name in Full ______________________________
Last First Middle

2. Social Security Number ___ ___ ___ ___ ___ ___ ___ ___ ___

3. Present mailing address:
____
____
____
Phone Number

Permanent mailing address:
____
____
____
Phone Number

4. Age: ______________________________

Date of Birth: ______________________________

Place of Birth: ______________________________

____

5. Race:

( ) Caucasian
( ) Afro-American/Negro
( ) American Indian
( ) Oriental-American
( ) Latin/Spanish-American

6. Country of Citizenship ______________________________

7. Sex: ( ) Male
( ) Female

8. Marital Status:

( ) Married
( ) Unmarried
( ) Widowed

9. Name and address of:

( ) Parent
( ) Legal Guardian
( ) Spouse
( ) Nearest of Kin

____
____
____

10. What will your classification be at time of enrollment at N.T.S.U.?

( ) Freshman
( ) Sophomore
( ) Junior
( ) Senior

( ) Have Bachelors
( ) Have Masters
( ) Have Doctorate

11. Have you ever enrolled at N.T.S.U.? ( ) Yes ( ) No

If yes, did you attend: ( ) on-campus
( ) correspondence
( ) extension

Semester last enrolled at N.T.S.U.______________________, 19_____

Have you enrolled at N.T.S.U. under another name? ( ) Yes ( ) No

If yes, print name ______________________________

12. High School Attended (Name and Location) ______________________

____

13. Were you (or will you be) graduated from H.S.? ________________

When? ______________________________________

14. List college degrees held (Include major and minor) ______________

____

15. Where are you currently employed? ________________________

16. Teaching Experience:

School	Town	Grades	Dates

17. Work with Children:

Situation and Supervisor	Age Groups	Dates

18. Other Experience: (employment, travel, etc., including dates, location, general description)

How well I can do this:							How important is this:				
1	2	3	4	5			1	2	3	4	5
___	___	___	___	___	13.	Have knowledge of community child and family agencies or professionals available for needed referrals.	___	___	___	___	___
___	___	___	___	___	14.	Identify and maintain public relations procedures in order to project a professional image of the center.	___	___	___	___	___
___	___	___	___	___	15.	Identify potential sources of soliciting outside funds.	___	___	___	___	___
___	___	___	___	___	16.	Maintain and budget available funds.	___	___	___	___	___
___	___	___	___	___	17.	Keep accurate and appropriate financial records.	___	___	___	___	___
___	___	___	___	___	18.	Provide age-appropriate and varied indoor play equipment.	___	___	___	___	___
___	___	___	___	___	19.	Provide space and equipment for outdoor play.	___	___	___	___	___
___	___	___	___	___	20.	Encourage staff members to facilitate the positive self concept in children.	___	___	___	___	___
___	___	___	___	___	21.	Maintain a positive approach to discipline problems.	___	___	___	___	___
___	___	___	___	___	22.	Ability to handle children when special problems arise.	___	___	___	___	___
___	___	___	___	___	23.	Establish and maintain cooperation with parents.	___	___	___	___	___
___	___	___	___	___	24.	Provide a variety of enrichment activities.	___	___	___	___	___
___	___	___	___	___	25.	Provide transportation.	___	___	___	___	___
___	___	___	___	___	26.	Maintain before and after school programs appropriate and interesting to the age group.	___	___	___	___	___
___	___	___	___	___	27.	Be prepared for such emergencies as fire or accidents.	___	___	___	___	___
___	___	___	___	___	28.	Establish a personal hygiene program for children.	___	___	___	___	___
___	___	___	___	___	29.	Obtain outside consultation in areas as needed.	___	___	___	___	___
___	___	___	___	___	30.	Maintain an inservice program for staff members working with children.	___	___	___	___	___
___	___	___	___	___	31.	Identify and utilize appropriate community health services.	___	___	___	___	___

The following list of tasks are some of the things you might do as a day care director. First check each task statement in the column on the left for how well you *feel* you can perform this task.

1	2	3	4	5
Not well at all	poorly	don't know	fairly well	very well

Then, in the column on the right, check each statement for how important it is to perform each task well.

1	2	3	4	5
very unimportant	unimportant	don't know	somewhat important	very important

How well I can do this: 1	2	3	4	5		TASK	How important is this: 1	2	3	4	5
					1.	Establish and maintain a productive relationship with the governing board.					
					2.	Develop appropriate channels of communication between administrator, staff and parents.					
					3.	Select staff with qualifications needed for identified roles.					
					4.	Identify various staff functions needed within the child care center.					
					5.	Establish and maintain work schedules for all personnel.					
					6.	Provide health care services to sick children.					
					7.	Handle first aid problems.					
					8.	Provide an education program appropriate for various age levels.					
					9.	Have adequate knowledge of the various stages of child growth and development.					
					10.	Development effective day-to-day management skills such as building maintenance, hours, fees, etc.					
					11.	Have a knowledge of federal, state, and local regulations.					
					12.	Have a knowledge of taxes, social security and insurance as needed.					

TRAINING REQUISITES FOR LEADERSHIP IN CHILD CARE

1. How much training is needed for leadership positions in child care?

Degrees -		Experience (Years)	______
Junior College	______	Workshops	______
Baccalaureate	______	Professional Consultants	______
Masters	______	Other	______
Above	______		

2. Consultative Services

	YES	NO
Do you feel you need consultative services?	____	____
Would you use consultative services if provided at no cost?	____	____
Would you use consultative services if locally convenient?	____	____

3. Standards and Regulations

Should child care programs be accredited in some manner?	____	____

By Whom? ______ STATE ______ LOCAL ______ FEDERAL

Who should set standards for day care services?

____

Would you return to school to complete a degree ...

...if tuition were paid? Yes ___ No ___

...if required? Yes ___ No ___

...for own self enrichment Yes ___ No ___

Should career ladder opportunities be provided for individuals who seek professional training? Yes ___ No ___

What are your preferences for training format?

	How your feel about it	Experience with
a. programmed instruction		
b. competency based modules		
c. personalized instruction		
d. workshops		
e. college classroom instruction		

Please Rank order a thru e from 1 to 5.

For future training possibilities for you and/or individuals entering the day care profession, what training strategies would you prefer?

	YES	NO
Field based training (as in a model day care center)?		
Broadbased training dealing with topics relative to a variety of concerns periperal to child needs? . . .		
Visiting other centers? . . .		
On-site visitations (in your center)? .		

What are the best times of the day, week, year, for child care personnel participation in training programs (particularly administrators)?

Would professionalization of day care administration enhance community support of day care in general?

What alternatives to university training are more desirable for child care administrators?

APPENDIX

Consultants for the Summer Institute for Child Care Administrators

1. David Beard, Director, Day Care Licensing, Texas Dept. of Human Resources, Dallas.
2. Margaret Cone, Executive Director (retired) Day Care Assoc. of Metropolitan Dallas.
3. Elizabeth Fox, R.N., Denton, Texas.
4. Frank Halstead, Ed. Department, Professor, Administration Leadership in Education, North Texas State University.
5. Pat Hovatter, Dept. of Human Resources, Dallas.
6. Robert Hughes, Attorney, Private practice, Austin, Texas.
7. Ruth McLemore, Member, Texas Advisory Committee on Day Care.
8. Allee Mitchell, Professor, Texas Southern University, Houston, Texas.
9. Theo Pilot, Dept. of Human Resources, Dallas.
10. Michael G. Rose, C.P.A., Day Care Association of Greater Fort Worth and Tarrant County.
11. Velma Schmidt, Education Dept., Professor, Early Childhood Education, North Texas State University.
12. John Widner, Executive Director, Day Care Association of Greater Fort Worth and Tarrant County.

We Need Your Help!

WHY?

We are developing a plan for training for people who care for children. You, and other caregivers, will be an important part of this plan. This training will be done by the Child Development Programs Staff of the Department of Public Welfare. Training will include free workshops and other resources materials. Times and locations will be convenient to you. We need your ideas to make this training useful and practical.

HOW CAN YOU HELP?

First, please discuss this survey with your staff, fill it out, and return it by ______________ to let us know what you want. Later, we'll contact you about what we can offer you. We will also want to know what you might be able to offer other caregivers.

In the meantime, if you have questions or any suggestions, please write or call:

____

____

____

Type of Facility

A. ______________________________
Name of Facility

____
Address

Small day care center (12-30)
Large day care center (31 or more) ______
Title XX center (12 or more) ______
Nursery school or Kindergarten
(half day only) ______
Private school (kindergarten
and above) ______

B. Which age children do you care for? (Check all that apply)

_____ 0-18 mos.
_____ 18 mos.-3 years
_____ 3-5 years
_____ school age

C. Please respond to each statement below by:

FIRST circling Y (yes) if it is true for you.
circling N (no) if it isn't true for you.
circling S (sometimes) if it is sometimes true for you.
circling N/A (not applicable) if it doesn't apply to you.

THEN put a check ( ) under training/consultation if you would like more information or training on this topic.

					TRAINING/ CONSULTATION
I make and keep up low cost play equipment.	Y	N	S	N/A	
I need ideas for equipment for handicapped children.	Y	N	S	N/A	
I would like new ideas for arranging the children's indoor play areas.	Y	N	S	N/A	
My equipment or toys do not last.	Y	N	S	N/A	
My outdoor play areas lack SOMETHING.	Y	N	S	N/A	
My staff knows what to expect from children of different ages.	Y	N	S	N/A	
My staff understands and can deal with individual and cultural differences in children.	Y	N	S	N/A	
I would like to know how to help every child feel good about himself/herself.	Y	N	S	N/A	

		TRAINING/ CONSULTATION
My staff talks to children on their level and really listens to them.	Y N S N/A	
We can handle most discipline problems O.K. BUT the ones that really throw us are ______________________________	Y N S N/A	
My staff needs help in working with an individual child and the group at the same time.	Y N S N/A	
We have children whose home problems (divorce, death, alcoholism, etc.) affect their behavior.	Y N S N/A	
I need to know more about reporting child abuse and/or neglect.	Y N S N/A	
Some children have a hard time getting used to being away from home.	Y N S N/A	
Some children are real discipline problems in spite of what we do.	Y N S N/A	
Keeping parents up-to-date on their children is difficult.	Y N S N/A	
Parents are good about following the center's rules or policies.	Y N S N/A	
My staff and parents work together so the children can learn more both at home and in the center.	Y N S N/A	
Managing to do more with infants than feed them and change their diapers is hard.	Y N S N/A	
I think activities for 1 and 2 year olds are hard to plan.	Y N S N/A	
I think it is hard to plan activities that school age children enjoy.	Y N S N/A	
I care for children with handicaps or other special needs.	Y N S N/A	
I plan activities for my 3, 4, and 5 year old children.	Y N S N/A	
The activities I need ideas for are ______________________________.		
We need ideas for low cost and nutritious meals and snacks.	Y N S N/A	
I wish mealtimes could be easier.	Y N S N/A	

		TRAINING/ CONSULTATION
We provide for children with food allergies, picky eating habits or other food problems.	Y N S N/A	
Transporting children (by car or bus) is a problem for us.	Y N S N/A	
Caring for children at night causes special problems for us.	Y N S N/A	
Common childhood illnesses (measles, mumps, impetigo, etc.) are easily recognized by my staff.	Y N S N/A	
We do recognize and refer children with hearing, vision, speech or other problems.	Y N S N/A	
I don't feel completely prepared for fire or other accidents.	Y N S N/A	
Our First Aid training prepared the staff to handle injuries common to children.	Y N S N/A	
We stress handwashing and other personal cleanliness.	Y N S N/A	
Finding new staff, interviewing, hiring and firing are problems for me.	Y N S N/A	
My staff works well together.	Y N S N/A	
The center's volunteers are dependable.	Y N S N/A	
Recordkeeping for the day care center takes too much of my time and energy.	Y N S N/A	
I understand the insurance covering my child care operation.	Y N S N/A	
I am concerned about money management and cutting costs for the day care center.	Y N S N/A	
My Board of Directors is helpful and cooperative.	Y N S N/A	
Taxes, social security and legal matters which relate to the center are confusing to me.	Y N S N/A	
I would like to know about resources (people and places in my area) which might help me make my center better.	Y N S N/A	

Other: ____

____

____

D. Optional: Answer if you wish:

Please list three areas you would most like help/consultation on:

1. ____
2. ____
3. ____

Please list some of your strongest areas:- indicate if had done training -

1. ____
2. ____
3. ____

E. Suggestions and comments:

____
____
____

F. When training and consultation are offered, where would you be able to attend? (Check all that apply)

_____ in my center
_____ in my neighborhood
_____ in my city
_____ in another city but not more than 50 miles away

When would you be free to attend workshops? (Check all that apply)

_____ weekday mornings
_____ during naptimes
_____ weekday evenings
_____ Saturdays

Total number of staff and volunteers from my center who might want training. _____

What kinds of training presentations do you like best? (Check all that apply)

_____ workshops
_____ small group discussions
_____ individual consultation
_____ films
_____ hand out materials
_____ Other (please list) ________________________
____
____

I especially recommend ________________________ as a speaker.

Please return this survey no later than __________ to: ________________
____
____

THANK YOU! Your ideas are appreciated and will be used!

We Need Your Help!

WHY?

We are developing a plan for training for people who care for children. You, and other caregivers, will be an important part of this plan. This training will be done by the Child Development Programs Staff of the Department of Public Welfare. Training will include free workshops and other resources materials. Times and locations will be convenient to you. We need your ideas to make this training useful and practical.

HOW CAN YOU HELP?

First, please fill out this survey, and return it by ________________ to let us know what you want. Later, we'll contact you about what we can offer you. We will also want to know what you might be able to offer other caregivers.

In the meantime, if you have questions or any suggestions, please write or call:

____

____

____

Type of Facility

A. ________________________
Name of Facility

____
Address

Registered family home _____
Group day care home _____
Family day home _____
Agency home _____

B. Which age children do you care for? (Check all that apply)

_____ 0 - 18 mos.
_____ 18 mos. - 3 years
_____ 3 - 5 years
_____ school age

C. Please respond to each statement below by:

FIRST circling Y (yes) if it is true for you.
circling N (no) if it isn't true for you.
circling S (sometimes) if it is sometimes true for you.
circling N/A (not applicable) if it doesn't apply to you.

THEN put a check ( ) under training/consultation if you would like more information or training on this topic.

					TRAINING/ CONSULTATION
Sometimes children I care for have a hard time getting used to being away from home.	Y	N	S	N/A	
I have children whose home problems (divorce, death, alcoholism), affect their behavior.	Y	N	S	N/A	
I need to know more about child abuse.	Y	N	S	N/A	
I make and keep up low cost play equipment.	Y	N	S	N/A	
I need ideas for equipment for handicapped children.	Y	N	S	N/A	
My toys do not last.	Y	N	S	N/A	
I find it hard to keep parents up-to-date on their children.	Y	N	S	N/A	
Parents are good about following my rules.	Y	N	S	N/A	
I know what to expect from children of different ages.	Y	N	S	N/A	
I find it easy to talk to children on their level.	Y	N	S	N/A	
I would like to know how to help each child feel good about himself/herself.	Y	N	S	N/A	

		TRAINING/ CONSULTATION
I can handle most discipline problems O.K. BUT the ones that really throw me are ______________________.	Y N S N/A	
Managing to do more with infants than feed them and change their diapers is hard.	Y N S N/A	
I think activities for 1 and 2 year olds are hard to plan.	Y N S N/A	
I think it's hard to plan activities that school age children enjoy.	Y N S N/A	
I need more ideas for activities for 3, 4, and 5 year old children.	Y N S N/A	
I need ideas for good, low cost meals and snacks.	Y N S N/A	
Caring for children at night causes problems for me.	Y N S N/A	
I can recognize most children's illnesses.	Y N S N/A	
I could use help with fire and accident prevention.	Y N S N/A	
I need first aid training for common injuries.	Y N S N/A	
I stress handwashing and other personal cleanliness.	Y N S N/A	
I have trouble getting everything (cooking, cleaning, bookkeeping, child care...) done.	Y N S N/A	
I need to know more about taxes, recordkeeping, insurance, budgets, and social security for my child care business.	Y N S N/A	

Other: ____

D. Please answer if you wish:

List three areas you would most like help/consultation with:

1. ____
2. ____
3. ____

List some of your strongest areas:

1. ____
2. ____
3.

E. When training and consultation are offered, where would you be able to attend? (Check all that apply)

- _____ in my home or center
- _____ in my neighborhood
- _____ in my city
- _____ in another city but not more than 50 miles away

F. When would you be free to attend workshops? (Check all that apply)

- _____ weekday mornings
- _____ during naptime
- _____ weekday evenings
- _____ Saturdays

G. What kinds of training presentations do you like best? (Check all that apply)

- _____ workshops
- _____ small group discussions
- _____ individual consultation
- _____ films
- _____ hand out materials
- _____ Other (please list) ______________________________

____

____

I especially recommend ______________________________ as a speaker.

Please return this survey no later than ____________ to: ____________

____

____

THANK YOU! Your ideas are appreciated and will be used!

The following is a list of those areas which were identified as 'strong' areas:

Area	Number Responding
Affective curriculum	
Art & music program	
Individual knowledge of children	
One-to-one basis	
Communicate with parent & child	
Interested Board of Directors	
Learning center activities	
Language development	
Education	
Housekeeping	
Pre-planning	
Variety of meals	
Parent/teacher relationship	
Infants & programming	
Physical development	
Staff development	
Good location	
Equipment	
Community services	
Night care	
Church support	
Teachers get along	
Teacher/child	
Small groups	
Child development program	
Money program	
Clean & good facilities	
Finances & records	
Summer program	
Parent involvement	
Dedicated teachers	
Individualized program planning	
In-service training for staff	
Good faculty	
Care about children	
Handicapped center	
Discipline	
Reasonable fees	
First aid	
Spacious building	
Health care	

The following is a list of areas in which help or consultation is needed:

Area

- First aid and emergencies
- Activities
- Self concept of child
- Relating to child
- First aid training
- Low cost meals
- Protection
- Keeping in yard
- Recognizing illness
- Discipline
- Health habits
- Child abuse
- How to talk to parents
- Knowing what to expect of different age children
- How to talk with children on their level
- Play equipment
- Help with school work
- Payment
- Good behavior/manners
- Home problems
- Naptimes

The following is a list of areas which were identified as 'strong' areas:

Area

- Getting along with children
- Good food
- Accident prevention
- Activities
- Knowing what to expect of different age children
- Good health habits
- Agreeing on rules/manners
- Discipline
- Caring for children at night
- Talking to children on their level
- Telling stories
- Teaching children basic self-help needs
- Handling illness
- Experience with children
- Cleanliness of facility
- Talking to parents
- Outside play area
- Physical comforts
- Religion
- Cleanliness of child
- Making them go to sleep
- Patience
- Quality of

The following is a list of those areas mentioned as needing help or consultation on:

Area

Community resources
Music & physical curriculum
Discipline
Guidance
Parent/school relationship
Programming with interest centers
Activities for small children
Inside & Outside activities
Child abuse
First aid training
Home problems
Recognizing problems
Potty training
Money management
Equipment
Twins
Getting church involved
Transition areas
Health care
Education
Preplanning
Recognizing illnesses
Low cost meals
Care for children
Hiring qualified people
More participation of director
Legalities & insurance
Dealing with parents
Infants
Staff relationships
Art & science curriculum
Problem children
Nutritious snacks
Summer-time activities for school age children
Create good inner feelings
Flow of technical information
Cleanliness
Funding
Therapy for handicapped
Cultural differences
Planning for learning activities
Training employees
Parent involvement
Referral sources

February, 1977

SUMMARY OF NEEDS ASSESSMENTS

Center Care

The following is a list of areas* in which help or consultation is needed:

1. Self-concept of child.
2. Resources (people and places in the area) which might help to make the center better.
3. Ideas for low cost and nutritious meals and snacks.
4. New ideas for arranging the children's indoor play area.
5. Staff needs help in working with an individual child and group at the same time.
6. Plan activities for 3, 4, and 5 year olds.
7. Children whose home problems (divorce, death, etc.) affect their behavior.
8. Money management and cutting costs for the day care center.
9. Recognize and refer children with hearing, vision, speech or other problems.
10. Can handle most discipline problems okay.
11. Some children are real discipline problems.
12. Outdoor play areas lack something.
13. Plan activities for 2 year olds.
14. Make and keep up low cost equipment.
15. We provide for children with food allergies, picky eating habits or other food problems.
16. Plan activities that school age children enjoy.
17. Staff understands and can deal with individual and cultural differences in children.
18. Finding new staff, interviewing, hiring and firing are problems.
19. Equipment or toys do not last.
20. Wish mealtimes could be easier.

* Listed in order of priority.

February, 1977

SUMMARY OF NEEDS ASSESSMENTS

Family Day Home Care

The following is a list of areas* in which help or consultation is needed:

1. Need more ideas for activities for 3, 4, and 5 year old children.
2. Need to know more about taxes, recordkeeping, insurance, budgets, and social security for the child care business.
3. Self-concept of child.
4. Need ideas for good, low cost meals and snacks.
5. Could use help with fire and accident prevention.
6. Need first aid training for common injuries.
7. Plan activities for 1 and 2 year olds.
8. Need to know more about child abuse.
9. Make and keep up low cost play equipment.
10. Children whose home problems (divorce, death, etc.) affect their behavior.
11. I can handle most discipline problems okay.
12. I know what to expect from children of different ages.
13. I have trouble getting everything (cooking, cleaning, bookkeeping, child care ....) done.
14. I can recognize most children's illnesses.
15. Plan activities that school age children enjoy.
16. Toys do not last.
17. Find it easy to talk to children on their level.
18. Parents are good following my rules.
19. I find it hard to keep parents up to date on their children.
20. Managing to do more with infants than feed them and change their diapers is hard.

* Listed in order of priority.

Instructions: Please read carefully through the test questions and choose the most appropriate answer. Each test item has only one appropriate answer.

DO NOT WRITE ON THE TEST BOOKLET. MARK YOUR ANSWERS ON THE IBM ANSWER SHEET.

Please note: The IBM answer sheet reads across the page and not up and down.

Example:

	1	2	3	4	5
1	___	___	___	___	___

	1	2	3	4	5
2	___	___	___	___	___

1. The number of children in the play area of a day care center should not exceed the ratio of one child per:
   1. 75 square feet of usable yard space.
   2. 80 square feet of usable yard space.
   3. 85 square feet of usable yard space.
   4. 90 square feet of usable yard space.

2. The foundation of the child's progress during the preschool period is:
   1. mental development.
   2. social development.
   3. physical development.
   4. emotional development.

3. Preschool children are considered to be:
   1. other people oriented.
   2. peer oriented.
   3. self-centered.
   4. parent oriented.

4. A day care director's responsibilities does not include which of the following?
   1. providing staff job descriptions.
   2. maintaining personnel records.
   3. being on the site and responsible for daily operation.
   4. working with the public schools on projected enrollment.

5. Match the following skill with the average age at which the skill is acquired: Ability to draw a circle
   1. two years old.
   2. three years old.
   3. four years old.
   4. five years old.

6. A day care center is a chold care facility which provides care for:
   1. more than 10 children under 12 years of age for less than 24 hours.
   2. more than 12 children under 14 years of age for less than 24 hours.
   3. preschool and school aged children.
   4. preschool children only.

7. Match the following skill with the appropriate age: The child is capable of increasingly more complex feats of climbing, throwing, balancing; social life begins to involve rivalry and cooperation.
   1. three years old.
   2. four years old.
   3. five years old.
   4. two years old.

8. Match the following skill with the appropriate age: Coordination has developed to the point that the child can stack as many as ten blocks before they tumble; can jump up and down with ease.
1. two years old.
2. three years old.
3. four years old.
4. five years old.

9. The term "service worker" is defined to mean:
1. the welfare supervisor.
2. the case worker.
3. any day care staff member.
4. cooks, housekeeping and maintenance personnel.

10. Children should be allowed to bring cap guns and caps to a day care center:
1. only when they can be adequately supervised.
2. only on Western Day.
3. never.
4. at the discretion of the teacher.

11. In selecting a teacher for two year olds the director should consider:
1. a person who believes in strict discipline.
2. a person who expresses love for little children.
3. a person who demonstrates an awareness of child growth and development principles.
4. a person who has raised children of her own.

12. A day care center with a capacity of 50 children should have _____ toilets.
1. 2
2. 3
3. 4
4. 5

13. The most useful strategy used to promote parent involvement is:
1. graduation exercises
2. seasonal programs.
3. group meetings.
4. home visits.

14. Non-profit day care centers tend to have shich of the following arrangements for fee assessment?
1. sliding scale fees
2. no tuition or fees
3. scholarships
4. set minimum fees

15. The most consistently positive results of parent education programs are in the area of:
1. increased financial support.
2. changes in teacher expectations.
3. changes in parental attitudes.
4. increase in volunteers.

16. Persons operating a child care facility without a license are guilty of:
1. a felony.
2. obstruction of justice.
3. Class B misdemeanor.

17. Which of the following is not an organization dealing directly with the education of young children?
    1. EKNE
    2. ACEI
    3. NAEYC
    4. PDK

18. An extension of the day care program can include:
    1. local museums.
    2. libraries.
    3. community resources.
    4. all of the above.

19. Preschoolers' drawings give greatest attention to:
    1. the limbs.
    2. the face.
    3. the body.
    4. the total person.

20. Which of the following would not be included on a preschool screening battery?
    1. vision test.
    2. hearing test.
    3. I.Q. test.
    4. none of the above.

21. The single most important factor in establishing the atmosphere of the day care center is:
    1. the economic level of the parents.
    2. the teacher.
    3. the center director.
    4. the parental expectations.

22. An essential element in the successful operation of a day care center is:
    1. the building and grounds.
    2. the academic program.
    3. the development of a volunteer program.
    4. the selection of the staff and staff development.

23. The State Advisory Committee on Child Care was established by:
    1. The Texas Legislature.
    2. The White Conference on Children and Youth.
    3. The Child Care Licensing Act of 1975.
    4. Congressional action.

24. Each staff member of a day care center is required under the Texas minimum standards regulations to:
    1. participate in at least 12 clock hours of documented training yearly.
    2. work to obtain a college degree in child development.
    3. work to become a child development associate.
    4. be of good moral character.

25. Federal sponsorship of day care programs:
    1. calls for public accountability for the use of funds.
    2. calls for strict compliance with program guidelines of the state.
    3. depends upon local incentive.
    4. provides for community involvement.

26. The chief expenditure [illegible] housekeeping supplies for a day care center is for:
    1. cleaning supplies.
    2. various kinds of paper goods.
    3. mops and brooms.
    4. wax and cleaning fluids.

27. The first federally supported educational program for children under six was:
    1. Follow-Thru.
    2. Head Start.
    3. Ira Gordon's Parent Involvement Program.
    4. University of Wisconsin-Project READY.

28. Approximately how many states offer some state supported services to children younger than six years of age?
    1. 33
    2. 10
    3. 50
    4. 26

29. One of the real advantages of a church sponsored day care facility is:
    1. the mutual use of facilities by both the center and the church.
    2. religious training.
    3. teachers who really care about children.
    4. familiar settings for the children.

30. Day care centers have increased in number from about 250,000 in 1965 to approximately:
    1. 500,000 in 1975.
    2. 300,000 in 1974.
    3. 700,000 in 1971.
    4. 450,000 in 1968.

31. Day care programs receiving federal funds are required to provide services set up by:
    1. Federal Interagency Guidelines.
    2. State regulations.
    3. Board of Directors.
    4. Parent Involvement groups.

32. The greatest need of the exceptional child in a day care center is:
    1. to be treated like other children.
    2. to be cared for.
    3. to have proper medical supervision.
    4. none of the above.

33. Two types of maintenance are:
    1. preventive and corrective maintenance.
    2. emergency and corrective maintenance.
    3. service and adjustment maintenance.
    4. weekly and yearly maintenance.

34. Room used by children in a day care center shall:
    1. have no electrical outlets.
    2. have electrical outlets out of the reach of children.
    3. have childproof covers or safety outlets.
    4. have all electrical outlets covered by furniture.

35. In a suspected case of child abuse, the director of a center shall:
    1. counsel with the parents.
    2. refuse the child readmittance.
    3. ignore the situation if the child is functioning adequately.
    4. notify the Department of Welfare or local law enforcement officials.

36. Which of the following would a parent not be expected to do when enrolling a child in a preschool program?
    1. interview with the board of directors.
    2. spend some time with the child on the first day of school.
    3. supply pertinent health and personal information.
    4. pay necessary fees.

37. Which of the following would not be a viable staffing plan for a day care center?
    1. director/teacher and assistant.
    2. director, teachers, social workers, consultants, cook.
    3. director, teachers, consultants and maintenance staff.
    4. none of the above.

38. The number of day care staff members must be increased when:
    1. exceptional children are included in the program.
    2. younger children are included in the program.
    3. profits from the program increase.
    4. a large number of field trips are taken.

39. It is necessary for a day care program to have an educational component to be legitimately called a:
    1. kindergarten.
    2. school.
    3. child development center.
    4. nursery.

40. Financing good day care programs has always been a problem because:
    1. employees expect adequate wages.
    2. utilities and food are increasingly expensive.
    3. too few people have need of the program.
    4. good programs are expensive to operate.

41. A facility which provides care for more than 12 children past their 2nd birthday and who are under 7 years old for 4 hours per day is a:
    1. group day care home.
    2. day care center.
    3. kindergarten or nursery school
    4. school.

42. In order to ensure the safety of children and for the protection of the center staff:
    1. medication should be administered only by the director of the center or one designated person.
    2. medication should be taken by the child without the supervision of the staff.
    3. medication should never be given in a day care center.
    4. parents should come and give the child medication.

43. Meal times for children should be scheduled:
    1. in thirty minute blocks.
    2. early enough so that the cooks have time to clean up before nap time.
    3. at exactly eleven o'clock.
    4. so that children are hungry and have ample time to eat without being hurried.

44. Menus for children's meals should:
    1. be nutritious and appealing to children.
    2. be nutritious.
    3. always be changed weekly.
    4. never have substitutes.

45. Notices of children with allergic conditions should be posted:
    1. in the day care center kitchen.
    2. in the day care center kitchen and eating area.
    3. in the day care center kitchen, eating area, and classroom.
    4. in the day care center kitchen, eating area, classroom and in the child's records.

46. Snacks and meals for children in a day care center should be planned so:
    1. that children are hungry.
    2. that children are not ravenously hungry.
    3. that children are not tired.
    4. all of the above.

47. The recording and maintaining of health information (immunization records) is usually the responsibility of the:
    1. day care center director.
    2. public health nurse.
    3. day care center teacher.
    4. private physician or clinic.

48. A frequent pattern of organization for non-profit day care centers is:
    1. governmental agency/director.
    2. board of directors/director.
    3. advisory staff/director.
    4. regulatory agency/director.

49. Records of pupil growth and progress are usually considered to be the responsibility of the:
    1. day care board of directors.
    2. day care teacher.
    3. day care center director.
    4. volunteers.

50. Procedures for the emergency evacuation of children in a day care center should be:
    1. used only in an actual emergency.
    2. rehearsed with children prior to the occurence of an emergency.
    3. scheduled weekly.
    4. none of the above.

51. A good practice which many day care centers use to identify the number of children present each day is:
    1. to call roll twice a day.
    2. to have a daily assembly of all children.
    3. to count during nap time.
    4. to have parents sign children in and out daily.

52. Maintaining adequate records is essential to:
    1. efficient center operation.
    2. compliance with regulations.
    3. staying financially sound.
    4. all of the above.

53. Most day care centers employ staffing strategies which:
    1. allow for the overlapping of employee schedules.
    2. combine use of professional and nonprofessional staff.
    3. combine use of full time and part-time staff.
    4. all of the above.

54. In providing leadership for a child care center staff, a director's primary function is to:
    1. teach children.
    2. keep enrollment up.
    3. maintain standards and comply with regulations.
    4. be liaison between parents and center.

55. The type of day care center most likely to receive supplementary funds for program operation is:
    1. privately owned day care center.
    2. non-profit day care center.
    3. cooperative day care center.
    4. church related day care center.

56. Children enrolled in a day care center who need special care due to disabling or limiting conditions shall be:
    1. referred to another center.
    2. referred to a private physician.
    3. not reenrolled in the center.
    4. given the care recommended by qualified experts.

57. In centers with more than one group of children it is the director's responsibility to:
    1. prepare the educational program.
    2. inspect the classrooms.
    3. prepare a master schedule or master daily plan.
    4. supervise the playground.

58. The ultimate responsibility for the welfare of children in a day care center rests with:
    1. the board directors.
    2. the governing body of the center.
    3. the center director.
    4. Department of Public Welfare.

59. Good practice dictates that a child care center should always have a minimum of:
    1. one adult present.
    2. two adults present.
    3. three adults present.
    4. none of the above.

60. School age children enrolled in a day care center shall:
    1. have a choice of indoor and outdoor activities.
    2. have a limited amount to television viewing time.
    3. be required to do their homework.
    4. be required to take a nap.

61. Children in a day care center may be spanked only:
    1. if they are past their fifth birthday.
    2. if they have not past their fifth birthday.
    3. if a statement is on file in the center that it is the center's policy to permit physical punishment.
    4. none of the above.

62. Statistical records of daily attendance of children and staff at a day care center must be kept for:
    1. three months.
    2. six months.
    3. one year.
    4. eighteen months.

63. The director of a day care center shall be:
    1. a graduate of an accredited high school.
    2. a high school graduate with three years experience.
    3. at least 18 years old and a high school graduate with one year's experience in child care.
    4. at least 21 years old, a high school graduate with more than one year's experience in the area of day care.

64. The State Department of Public Welfare must be notified by telephone and in writing in the event of:
    1. a power failure.
    2. the death of a child at the day care center.
    3. an outbreak of the ear aches.
    4. a grease fire in the kitchen.

65. The type of preschool program which involves the greatest amount of parent and child involvement is:
    1. Half day nursery school/day care program.
    2. Full day nursery school/day care program.
    3. Cooperative nursery school/day care program.
    4. Church related nursery school/day care program.

66. In determining the type of program a day care center will employ the factor most commonly considered is:
   1. governmental regulations.
   2. wishes of the owner.
   3. individual needs of the children.
   4. expectations of the community.

67. For a full time working mother, the least expensive type of day care for preschool children usually is:
   1. cooperative nursery/day care program.
   2. privately owned nursery/day care program.
   3. family day care (babysitter).
   4. church related nursery/day care program.

68. The tupe of day care least regulated by supervision of governmental agencies is:
   1. privately owned nursery/day care program.
   2. cooperative nursery/day care program.
   3. church related nursery/day care program.
   4. family day care (babysitter).

69. Research on the effects of maternal employment outside the home suggests that:
   1. children whose mothers are absent during the day are more anxious and immature.
   2. children whose mothers are absent during the day are less anxious and more mature.
   3. children are more dependent on their fathers when the mother works.
   4. other conditions are more important in influencing children's behavior than whether or not mother is present during the day.

70. One of the most significant developments in American society in the 1970's is:
   1. the one parent family.
   2. the increasing number of women employed outside the home.
   3. the increased birth rate.
   4. the women's liberation movement.

71. A job description for any day care employee shoud include which of the following elements:
   1. duties of the position.
   2. skill requirements.
   3. responsibilities of position.
   4. all of the above.

72. A good job description establishes:
   1. specific salary.
   2. working hours.
   3. lines of communication.
   4. all possible procedures.

73. A graphic representation of the lines of authority for a day care center is:
   1. pert chart.
   2. flow chart.
   3. floor plan.
   4. functional diagram.

74. A source of staff underutilized by most day care centers is:
1. professional workers from the community agencies.
2. volunteers.
3. paid professional staff.
4. part-time workers.

75. A program which was developed to prepare a new category of professionals in child care is:
1. kindergarten endorsement.
2. child development associate.
3. university early childhood programs.
4. privatley sponsored training programs.

76. An essential competency for the child care center director is:
1. ability to define educational program.
2. ability to manage center operation.
3. provide leadership for staff.
4. all of the above.

77. The surest safeguard to be used in the selection of teachers and personnel for a day care center is:
1. certification requirements for teachers.
2. comprehensive screening techniques.
3. previous experience.
4. personal recommendations.

78. The second largest item in most day care center budgets is:
1. salaries.
2. rent or mortgage payments.
3. educational equipment.
4. food costs.

79. For straight-age grouping of children the basic staff-child ratio must be at least:
1. 1 staff member for eleven 2 year olds.
2. 3 staff members for six 1 year olds.
3. 1 staff member for twenty-five five year olds.
4. all of the above.

80. The most common source of funds available for financing preschool programs is:
1. government appropriations.
2. parent paid fees.
3. funds from the United Way.
4. special endowments or gifts.

81. Day care education should probably provide a child with:
1. no structured educational program.
2. formal instruction.
3. more direct experiences than formal instruction.
4. none of the above.

82. In a day care center there should be how many square feet of indoor activity space for each child?
    1. 25 square feet.
    2. 30 square feet.
    3. 35 square feet.
    4. 40 square feet.

83. In selection of staff members for a child care center, the director should consider:
    1. hiring personnel from only similar backgrounds.
    2. hiring personnel with only similar educational backgrounds.
    3. hiring personnel with varying cultural backgrounds.
    4. hiring personnel who have graduated from only certain programs.

84. Which of the following would not be included in a school budget?
    1. salaries and wages.
    2. office supplies.
    3. food.
    4. car allowance for staff members.

The following list of tasks are some of the things you might do as a day care director. First check each task statement in the column on the left for how well you feel you can perform this task.

1	2	3	4	5
Not well at all	poorly	don't know	fairly well	very well

Then, in the column on the right, check each statement for how important it is to perform each task well.

1	2	3	4	5
very unimportant	unimportant	don't know	somewhat important	very important

How well I can do this: 1 2 3 4 5	TASK	How important is this: 1 2 3 4 5
___ ___ ___ ___ ___	1. Establish and maintain a productive relationship with the governing board.	___ ___ ___ ___ ___
___ ___ ___ ___ ___	2. Develop appropriate channels of communication between administrator, staff and parents.	___ ___ ___ ___ ___
___ ___ ___ ___ ___	3. Select staff with qualifications needed for identified roles.	___ ___ ___ ___ ___
___ ___ ___ ___ ___	4. Identify various staff functions needed within the child care center.	___ ___ ___ ___ ___
___ ___ ___ ___ ___	5. Establish and maintain work schedules for all personnel.	___ ___ ___ ___ ___
___ ___ ___ ___ ___	6. Provide health care services to sick children.	___ ___ ___ ___ ___
___ ___ ___ ___ ___	7. Handle first aid problems.	___ ___ ___ ___ ___
___ ___ ___ ___ ___	8. Provide an education program appropriate for various age levels.	___ ___ ___ ___ ___
___ ___ ___ ___ ___	9. Have adequate knowledge of the various stages of child growth and development.	___ ___ ___ ___ ___
___ ___ ___ ___ ___	10. Development effective day-to-day management skills such as building maintenance, hours, fees, etc.	___ ___ ___ ___ ___
___ ___ ___ ___ ___	11. Have a knowledge of federal, state, and local regulations.	___ ___ ___ ___ ___
___ ___ ___ ___ ___	12. Have a knowledge of taxes, social security and insurance as needed.	___ ___ ___ ___ ___

How well I can do this:							How important is this:				
1	2	3	4	5			1	2	3	4	5
					13.	Have knowledge of community child and family agencies or professionals available for needed referrals.					
					14.	Identify and maintain public relations procedures in order to project a professional image of the center.					
					15.	Identify potential sources of soliciting outside funds.					
					16.	Maintain and budget available funds.					
					17.	Keep accurate and appropriate financial records.					
					18.	Provide age-appropriate and varied indoor play equipment.					
					19.	Provide space and equipment for outdoor play.					
					20.	Encourage staff members to facilitate the positive self concept in children.					
					21.	Maintain a positive approach to discipline problems.					
					22.	Ability to handle children when special problems arise.					
					23.	Establish and maintain cooperation with parents.					
					24.	Provide a variety of enrichment activities.					
					25.	Provide transportation.					
					26.	Maintain before and after school programs appropriate and interesting to the age group.					
					27.	Be prepared for such emergencies as fire or accidents.					
					28.	Establish a personal hygiene program for children.					
					29.	Obtain outside consultation in areas as needed.					
					30.	Maintain an inservice program for staff members working with children.					
					31.	Identify and utilize appropriate community health services.					

______

NAME: ______________________________

NAME OF FACILITY: ______________________________

ADDRESS OF FACILITY: ______________________________
Street Number

____
City, State, Zip

____
County

POSITION TITLE: ______________________________

RELATIONSHIP WITH D.P.W.: (Check only one)

_____ Group, Individual or Facility provides services which are purchased by D.P.W.

_____ D.P.W. does not purchase services from this Group, Individual or Facility

_____ Group, Individuals or Facilities preparing to provide services for D.P.W. purchase

TYPE OF FACILITY OR POSITION: (Check only one)

Non-State Funded Facility

_____ Child-Placing Agency (24-Hour Care and Adoption)
_____ Child-Placing Agency (Day Care Only)
_____ Non-Profit Institution Providing Basic Child Care
_____ Commercial Institution Providing Basic Child Care
_____ Institutions Serving Mentally Retarded Children
_____ Residential Treatment Center
_____ Therapeutic Camp
_____ Halfway House
_____ Non-Profit Emergency Shelter
_____ Commercial Emergency Shelter
_____ Detention Facility
_____ Non-Profit Day Care Center
_____ Commercial Day Care Center
_____ Kindergarten or Nursery School
_____ Schools: Grades Kindergarten and Above
_____ Agency Home
_____ Commercial Foster Family Home
_____ Non-Profit Foster Family Home
_____ Agency Family Day Home
_____ Commercial Boarding Home
_____ Registered Family Home
_____ Agency Foster Group Home
_____ Commercial Foster Group Home
_____ Non-Profit Group Home
_____ Non-Profit Group Day Care Home
_____ Commercial Group Day Care Home
_____ Commercial Family Day Home

State Funded Facility

_____ Child-Placing Agency-Day Care
_____ Day Care Center
_____ Group Day Care Home
_____ Institution Providing Basic Child Care
_____ Institution Serving Mentally Retarded Children
_____ Residential Treatment Center
_____ Therapeutic Camp
_____ Halfway House
_____ Emergency Shelter
_____ Detention Facility
_____ Foster Group Home
_____ Child-Placing Agency--24 Hour

D.P.W. Personnel

_____ Licensing Staff
_____ Protective Services Staff
_____ WIN and/or D.P.W./VR Staff
_____ Purchased Social Services Staff
_____ Other Department Staff

____

SESSION EVALUATION

____ 1. The ideas and activities presented were:
1. very interesting.
2. fairly interesting.
3. average.
4. somewhat dull.
5. very dull.

____ 2. The coverage of this topic was:
1. outstanding.
2. very adequate.
3. adequate.
4. somewhat inadequate.
5. very inadequate.

____ 3. Has the speaker stimulated your curiosity about the subject matter and made you want to learn more about the subject?
1. Just the reverse
2. No
3. To some degree
4. Yes
5. To an unusual degree

____ 4. Could this topic have been better presented in the following manner?
1. Textbook
2. Programmed instruction or modules
3. Film
4. As presented
5. As presented, but more time
6. As presented, but less time

____ 5. Should this topic be included in future training programs?
1. Yes
2. Maybe
3. No

____ 6. Give this workshop a grade.
1. Excellent
2. Above average
3. Average
4. Poor
5. Very poor

7. What one thing in this session did you like most?

8. What one thing in this session did you like least?

APPENDIX C

STATEWIDE SURVEY INSTRUMENT

Center for Research and Evaluation

College of Education
North Texas State
University

We are vitally concerned about the emerging profession of child care center administration. It is an area of rapid growth and importance that demands a continued supply of outstanding leadership. In an effort to develop a "model" for child care leadership training, we need the assistance of administrators who have been identified as outstanding. Your name was forwarded to me by your Regional, D. P. W., Child Care Consultation staff. The enclosed questionnaire will help us in two ways: 1, it will assist in the establishment of topics to be included in training programs for future persons entering the field; and 2, it will assist in identifying any topics that may need coverage for persons already in the field.

Would you please complete the enclosed questionnaire and return it in the enclosed envelope. The data will be treated confidentially and professionally. We hope the results will be rewarding to you. Thank you for your assistance.

Sincerely,

Norris D. Fox

Norris D. Fox
Associate Director

NDF:sb
Encls.

Department of Education
North Texas State University
Denton, Texas 76203

CHARACTERISTICS OF CHILDCARE LEADERSHIP

QUESTIONNAIRE

Please answer the following questions about yourself and your day care center.

SEX:
( ) Male
( ) Female

AGE GROUP:
( ) under 25
( ) 25-30
( ) 31-49
( ) over 50

MARITAL STATUS:
( ) Single
( ) Married

EDUCATIONAL BACKGROUND:
( ) High School
( ) Some College
( ) College Graduate

IF YOU HAVE A COLLEGE DEGREE, WHAT IS YOUR DEGREE IN? ______________________________

DO YOU HAVE A TEXAS TEACHER'S CERTIFICATE?
( ) Yes
( ) No

TYPE OF LICENSE:
( ) Commercial
( ) Non-Profit
( ) Non-Profit Title XX

TYPE OF CENTER:
( ) Single Owner
Do you own? ________________
( ) Partnership
( ) Corporation
( ) Franchise or chain
( ) Church
( ) Community
( ) Other, please specify
____

NUMBER OF CHILDREN ENROLLED IN YOUR CENTER ____________________

NUMBER OF CHILDREN LICENSED FOR ________________

AGE RANGE OF CHILDREN IN YOUR CENTER __________

WHAT LEVEL OF TRAINING DO YOU FEEL IS NEEDED BY A CHILD CARE ADMINISTRATOR?
( ) Junior college
( ) Bachelor's degree
( ) Master's degree
( ) Above Master's
( ) Experience
( ) Workshops
( ) Professional consultants
( ) None of the above
( ) Other ____________________________

Use this key for the following questions:

1 - I have no experience with this format
2 - I like it very much
3 - Undecided
4 - I dislike it very much

WHICH OF THE FOLLOWING FORMATS WOULD YOU PREFER FOR TRAINING INDIVIDUALS WHO WISH TO BECOME CHILD CARE ADMINISTRATORS?

______ Programmed instruction
______ Competency based modules
______ Independent or correspondent type study
______ Direct on-site consultation
______ Workshops, Summer Institutes
______ Evening courses at a university
______ Weekend courses at a university

WHICH OF THE FOLLOWING FORMATS WOULD YOU PREFER IF YOU ATTENDED A TRAINING PROGRAM?

______ Programmed instruction
______ Competency based modules
______ Independent or correspondent type study
______ Direct on-site consultation
______ Workshops, Summer Institutes
______ Evening courses at a university
______ Weekend courses at a university

WHAT TRAINING SPECIFIC TO CHILD CARE HAVE YOU HAD?

1. COLLEGE COURSES AND NUMBER OF HOURS:

2. WORKSHOPS (WHAT, HOW LONG?) LIST ONLY THOSE IN THE PAST TWO YEARS:

3. HAVE YOU USED D.P.W. CHILD CARE CONSULTATION OFFERINGS?
( ) Yes ( ) No

IF YES, WHAT TYPE OF CONSULTANTS HAVE YOU USED? ______________

4. WHAT EXTRA-CURRICULAR SERVICES DOES YOUR CENTER PROVIDE TO THE CHILDREN?

( ) Transportation
( ) Meals
( ) Before School Care
( ) After School Care
( ) Services for Handicapped Children
( ) Other, please specify ______________

The following questions concern training requisites for leadership in child care. Please check the response which best reflects your feelings about the following questions.

YES	NO	
____	____	5. Do you feel you need consultative services?
____	____	6. Would you use consultative services if they were provided at no cost?
____	____	7. Would you use consultative services if locally convenient?
____	____	8. For future training programs, would you prefer field-based training as in a model day care center?
____	____	9. For future training programs, would you prefer broad-based training dealing with topics relative to a variety of concerns peripheral to child needs?
____	____	10. For future training programs, would you prefer visiting other centers?
____	____	11. Would you allow on-site visitations in your center by persons entering the child care field?
____	____	12. Should child care programs be accredited in some manner? If yes, who should accredit? ______________

YES	NO	
_____	_____	13. Would you return to school to complete a degree in child care administration?
_____	_____	14. Would you return to school if your tuition was paid?
_____	_____	15. Would you return to school if a degree became an accreditation requirement?

The following list of tasks are some of the things you might do as a day care director. First check each task statement in the column on the left for how well you feel you can perform this task.

Then, in the column on the right, check each statement for how important it is for a day care administrator to be able to perform each task.

1. Not well at all	1. Very unimportant
2. Poorly	2. Unimportant
3. Don't know	3. Don't know
4. Fairly well	4. Somewhat important
5. Very well	5. Very important

How well I can do this:					TASK	How important is this:				
1	2	3	4	5		1	2	3	4	5
___	___	___	___	___	1. Establish and maintain a productive relationship with the governing board.	___	___	___	___	___
___	___	___	___	___	2. Develop appropriate channels of communication between administrator, staff and parents.	___	___	___	___	___
___	___	___	___	___	3. Select staff with qualifications needed for identified roles.	___	___	___	___	___
___	___	___	___	___	4. Identify various staff functions needed within the child care center.	___	___	___	___	___
___	___	___	___	___	5. Establish and maintain work schedules for all personnel.	___	___	___	___	___
___	___	___	___	___	6. Provide health care services to sick children.	___	___	___	___	___
___	___	___	___	___	7. Handle first aid problems.	___	___	___	___	___
___	___	___	___	___	8. Provide an education program appropriate for various age levels.	___	___	___	___	___
___	___	___	___	___	9. Have adequate knowledge of the various stages of child growth and development.	___	___	___	___	___
___	___	___	___	___	10. Develop effective day-to-day management skills such as building maintenance, hours, fees, etc.	___	___	___	___	___
___	___	___	___	___	11. Have a knowledge of federal, state, and local regulations.	___	___	___	___	___
___	___	___	___	___	12. Have a knowledge of taxes, social security and insurance as needed.	___	___	___	___	___
___	___	___	___	___	13. Have knowledge of community child and family agencies or professionals available for needed referrals.	___	___	___	___	___

How well I can do this:						How important is this:				
1	2	3	4	5	TASK	1	2	3	4	5
___	___	___	___	___	14. Identify and maintain public relations procedures in order to project a professional image of the center.	___	___	___	___	___
___	___	___	___	___	15. Identify potential sources of soliciting outside funds.	___	___	___	___	___
___	___	___	___	___	16. Maintain and budget available funds.	___	___	___	___	___
___	___	___	___	___	17. Keep accurate and appropriate financial records.	___	___	___	___	___
___	___	___	___	___	18. Provide age-appropriate and varied indoor play equipment.	___	___	___	___	___
___	___	___	___	___	19. Provide space and equipment for outdoor play.	___	___	___	___	___
___	___	___	___	___	20. Encourage staff members to facilitate the positive self concept in children.	___	___	___	___	___
___	___	___	___	___	21. Maintain a positive approach to discipline problems.	___	___	___	___	___
___	___	___	___	___	22. Have ability to handle children's special problems when they arise.	___	___	___	___	___
___	___	___	___	___	23. Establish and maintain cooperation with parents.	___	___	___	___	___
___	___	___	___	___	24. Provide a variety of enrichment activities.	___	___	___	___	___
___	___	___	___	___	25. Provide transportation.	___	___	___	___	___
___	___	___	___	___	26. Maintain before and after school programs appropriate and interesting to the age group.	___	___	___	___	___
___	___	___	___	___	27. Be prepared for such emergencies as fire or accidents.	___	___	___	___	___
___	___	___	___	___	28. Establish a personal hygiene program for children.	___	___	___	___	___
___	___	___	___	___	29. Obtain outside consultation in areas as needed.	___	___	___	___	___
___	___	___	___	___	30. Maintain an inservice program for staff members working with children.	___	___	___	___	___
___	___	___	___	___	31. Identify and utilize appropriate community health services.	___	___	___	___	___

PERSONNEL CHARACTERISTICS

What are the important characteristics as they relate to child care administrators and other responsible personnel.

PLEASE RATE EACH OF THE FOLLOWING USING:

+ = VERY IMPORTANT   0 = FAIRLY IMPORTANT   - = NOT IMPORTANT

CIRCLE YOUR CHOICE

CHARACTERISTICS	ADMINISTRATORS	PERSONNEL Who Have Direct Contact With Children
Academic Training	+ 0 -	+ 0 -
Experience with Children	+ 0 -	+ 0 -
Financial Management	+ 0 -	+ 0 -
Supervisory Skills	+ 0 -	+ 0 -
Knowledge of Child Development	+ 0 -	+ 0 -
Imagination	+ 0 -	+ 0 -
Empathy for Children	+ 0 -	+ 0 -
Loyalty to the Organization	+ 0 -	+ 0 -
Punctuality	+ 0 -	+ 0 -
Low Absenteeism	+ 0 -	+ 0 -
Teaching Experience	+ 0 -	+ 0 -
Ethnic Similarity to Participants	+ 0 -	+ 0 -
Assumes Responsibility	+ 0 -	+ 0 -
Ability to Follow Instructions	+ 0 -	+ 0 -
Dedication to Service for Young Children	+ 0 -	+ 0 -
Personal Appearance	+ 0 -	+ 0 -
Ability to Get Along with People	+ 0 -	+ 0 -
Age of Employee	+ 0 -	+ 0 -